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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) kit examines the practices of Association of Research Libraries (ARL) member libraries in the area of cultural diversity programming. These libraries were surveyed to determine if they offered a program which supported ethnic/cultural sensitivity training in the workplace. Survey responses indicate that cultural diversity programming in ARL libraries ranges from libraries which have no program at all to those which have well-established, comprehensive programs. Survey results are presented for the following areas: library programs; recruiting, retaining, and managing diverse workforces; and library services. Major issues and trends in cultural diversity programming are identified. Also included are planning documents, activity descriptions, and position descriptions which represent the cultural diversity programming at the following universities: University of Buffalo; University of California (Santa Barbara, Berkeley, Santa Cruz); Colorado State University; Indiana University; University of Iowa; University of Michigan; University of Michigan (Ann Arbor); Michigan State University; University of Minnesota; National Library of Canada; Purdue University; Stanford University; Temple University; and University of Texas (Austin). (14 selected readings) (MAB)

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Cultural Diversity Programming in ARL Libraries

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CULTURAL DIVERSITY PROGRAMMING IN ARL LIBRARIES

by Marilyn Shaver
Personnel Officer
Indiana University Libraries

INTRODUCTION

Demographic, cultural, political, and social shifts in North America are changing the challenges faced by libraries as workplaces. The projected effects of the changing American population on our society have recently received considerable media coverage. The "baby boom" generation is aging, and the resultant aging of the workforce has been the topic of numerous studies and predictions. While this change is temporary, another demographic trend already well under way and more permanent is the increase in culturally and ethnically diverse groups in our society. Recognition of this change has led to a focus on cultural diversity and on the importance to organizations of being prepared for its expected impact.

Two excellent studies prepared under the auspices of the Hudson Institute, *Workforce 2000* (1987) and *Opportunity 2000* (1988), provide comprehensive descriptions of the emerging workforce and strategies for meeting the challenges and opportunities provided by the resulting changes in the workplace.

American Business Demographic changes occurring during the next ten years are expected to affect businesses more than any other development, including technology. American businesses are allocating significant resources to multicultural awareness training. Corporations are hiring consulting firms to train employees to be more sensitive and responsive to the influence of cultural differences on individual behavior.

Business leaders are motivated to deal with issues of diversity not only by the need for effective management and to increase their share of the new marketplace, but also by the realization that it is going to become more difficult to recruit qualified employees to fill vacant positions. Although the total labor pool is growing, the members of this pool are increasingly coming from groups that are economically and educationally disadvantaged. In the future, more funds are going to have to be allocated for staff development and on-the-job training activities in order to recruit, train, and retain a top-quality workforce.

Higher Education The movement toward creating an awareness and appreciation of diversity is also occurring in institutions of higher education. Multicultural understanding, diversity appreciation, and diversity awareness are all terms used to designate the movement on the nation's campuses to encourage and support in students, faculty, and staff the kinds of attitudes and outlooks that will lead to a valuing of diversity.

Minority affairs administrators are being appointed at colleges and universities as part of the effort to improve the campus climate for minority students and faculty. Areas of responsibility included under these positions are recruitment and retention of minority students and faculty, curriculum design, fostering cultural and ethnic diversity awareness and understanding, and a variety of student services and programs. In addition to the appointment of officials whose stated responsibilities deal with minority affairs, the role of affirmative action officers is being expanded in some institutions to include development of diversity sensitivity programs.

SURVEY RESULTS

A survey conducted by the Association of Research Libraries Office of Management Services in early 1990 focused on identifying the practices of the 119 ARL libraries in the areas of affirmative action, minority recruitment, and cultural diversity. Regarding diversity programs, libraries were asked, "Does the library offer a program to support ethnic/cultural sensitivity in the workplace?" Follow-up contacts were made with libraries believed to have cultural diversity programs. Of 45 responses, 9 libraries answered in the affirmative.

Responses indicate that cultural diversity programming in ARL libraries varies widely from institution to institution--ranging from libraries with no program at all to those with well-established, comprehensive programs.

Based on information received, diversity programming is being developed more actively in the Big Ten and in the University of California System than in other areas

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of the country. A number of libraries are in the process of planning or developing programs directed toward aspects of cultural pluralism. In some cases, the library is an active participant in well-established university programs.

Library Programs While much of what appears in the literature about diversity focuses on issues revolving around a diverse workforce, library diversity programs also include elements addressing the service needs of a diverse user group. The elements of library programs typically include minority recruitment and retention, managing a diverse workforce, and reaching and serving a diverse constituency. Training sessions often focus on effective cross-cultural communication as a key to successful management and service.

A number of ARL libraries have established special task forces or committees to plan and implement diversity programs. Some of the general activities offered by libraries to encourage an appreciation of cultural diversity are film series, newsletter articles and columns, speakers series, conferences, book review groups, and training sessions on a variety of topics.

Recruiting a Diverse Workforce Programs in ARL libraries designed to recruit a diverse workforce include a renewed commitment to affirmative action principles. Developers of these programs recognize that a diverse workforce will better represent the diverse groups within the general population and may more effectively serve a diverse user group. Activities include workshops designed to enhance understanding of affirmative action concepts and to provide information about equal employment opportunity and affirmative action legislation.

Libraries are devising more active recruiting strategies and rewriting position descriptions in such a way that minority applicants will not be discouraged from applying for particular jobs. Recruiters and search committees are recognizing that lack of experience in candidates who possess the desirable quality of diversity can be overcome through mentoring and training.

Retaining a Diverse Workforce Several ARL libraries are providing mentoring and training opportunities to minority recruits to increase their chances for success and promotion. They seek to produce a more hospitable work environment by offering multicultural awareness workshops for all staff. Orientation programs that include both one-on-one and group welcoming activities are effective ways to aid in assimilating the new employee into the organization's culture. During the evaluation and salary review process, some library administrators are looking at a supervisor's attention to affirmative action principles.

Managing a Diverse Workforce As in business and industry, a major focus of cultural diversity programs and workshops in ARL libraries is how to respond to the management challenges resulting from the increasing diversity of the workforce. These workshops cover such topics as multicultural awareness or sensitivity, dealing with racism in the workplace, self-awareness of managers, identifying management styles, mentoring, effective techniques of cross-cultural communication, eliminating interpersonal barriers, and understanding of organizational culture.

Library Services Some ARL libraries have developed services designed to meet the needs of a diverse society. As part of the overall diversity program, libraries have included initiatives dealing with library collections, reference services, library instruction, and programs for undergraduates, graduate students, and faculty.

A few libraries have established diversity librarian positions. Librarians in these positions are responsible for developing and coordinating library activities that will meet the needs of a pluralistic campus. Some of the areas falling under the oversight of these positions are collection development in targeted areas, faculty research and special program support, reference, outreach, library programs, exhibits, and instructional support.

ISSUES AND TRENDS

While there seems to be a general recognition and affirmation by ARL libraries of the importance of dealing with issues of cultural diversity, a number of barriers do exist to the development of effective diversity programs.

As the need for establishing ongoing programs to meet the challenges of an increasingly diverse society becomes apparent, organizations, including libraries, begin in a variety of ways to plan activities. However, if there is not clear understanding of the problems and issues surrounding diversity and an overall strategy, the result may be an occasional token workshop or a loosely-linked series of activities instead of an ongoing program.

Of course, as with the establishment of any library program, funding is a key factor. The administration of both the library and the parent organization must be committed to the planning and implementation of an effective program, with the requisite commitment of staff time and institutional funds, if a successful program is to be established.

When universities have diversity programs, care should be taken to integrate the library's activities with those of the university to avoid duplication of effort and to ensure effective and efficient use of resources. Valuable linkage can be provided through library representation on university planning committees. This kind of university/library coordination will help establish a sound basis for the library's own program.

Support for efforts to encourage awareness of cultural and ethnic differences is certainly not universal. Some fear that focusing on cultural diversity will lead to increased separation of groups within our society. If a diversity program is to be successful, it must be integrated into standard, ongoing programs; it must have widespread support from all levels of the organization; and conflicting views must be acknowledged and debated.

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Mission Statement on Diversity and Library Services

Draft 5

The University Library recognizes its important role in supporting the research and teaching mission of the University, whose role is to further knowledge which gains impetus from human diversity. Accordingly, the University Library is committed to fostering an educational and cultural environment that is responsive to the increasingly diverse population of California and the nation. By cultivating human diversity and continuing our commitment to affirmative action, we mean to ensure that our learning community includes, and is representative of, all cultural, ethnic, religious, and racial groups, as well as those who have been discriminated against because of gender, sexual orientation, age, or disability. The Library is committed to incorporating and promoting these principles. Its collections and services seek to embrace the diverse intellectual traditions of a multicultural society, which are based on the principle that the advancement of knowledge and the attainment of intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and views shared freely. In accordance with this principle, the University Library is committed to fostering and nurturing human diversity among its patrons and staff as well as intellectual diversity within its collections and

services. It seeks to ensure that students, faculty, and staff have equitable access to its resources and services, and for its employees, equal access to advancement opportunities. Thus, the University Library seeks to prepare its employees and its patrons to live in an increasingly multi-ethnic and multicultural society.

Institutional Commitment

Statement of Principles

Draft 5

Our success or failure to achieve diversity depends upon our shared understanding of that ideal. By electing to become members of the university community, we accept the responsibility to respect the diversity in the backgrounds and beliefs which characterize our multicultural and multi-ethnic environment. In this context, the University Library expects that each of us will respond with openness, respect and encouragement to those whose backgrounds, customs and perspectives differ from our own. This institutional commitment is based on the following principles which will be applicable to all library employees:

1. If I have the authority to hire staff employees I will be responsible for making every effort to obtain a diverse pool of applicants and making every effort to hire candidates who will enhance diversity.

2. If I have the authority to delegate hiring I am responsible for articulating the necessary steps which meet existing affirmative action policies. I am also accountable for the selections made by my delegates.

3. If I have the authority to review performance I am responsible for establishing measurable goals (according to the guidelines in Academic, Staff, and A&PS

performance evaluations) which reflect commitment to promoting diversity. Further, they are responsible for evaluating, at regular intervals, the evidence of performance in the light of those specified criteria.

4. If I have the authority to select staff for training and development programs, I am responsible for considering all staff for such training.

5. If I have the authority to set a budget for a group, are responsible for considering how their decisions affect current and future diversity.

6. Those of us holding any position in the Library, then are responsible for demonstrating sensitivity and commitment to affirmative action objectives, especially in manager/employee reviews, annual goal-setting discussions and interactions with students and clients who use the services they provide. We are accountable for progress towards campus diversity in our area.

divers.doc

COLORADO STATE UNIVERSITY
LIBRARIES
DIVERSITY HISTORY AND PLANS

I. Historical Perspective 1985/86-1989/90

There has been no previous formal inventory of diversity programs in the Libraries. Following are the diversity-related goals and examples of achievements from 1985/86-1989/90:

Goal 1: Assist in achieving the University's diversity goals.

A. Examples of activities which focused on providing support to students:

1) Assigned a librarian responsibility for services to international students.

2) Made Morgan Library more "user friendly" for undergraduates.

3) Held a staff training program to ensure staff sensitivity to multicultural/international students.

4) Expanded direct interaction with students through the Assistant Director for Public Services and the ASCSU Director of Library Affairs.

5) Created a standing faculty committee on library instruction, with diversity as one of the issues to be addressed.

6) Provided special services and equipment, such as a Kurtzweil reading machine, for disabled students. Provided staff training program to ensure staff sensitivity to disabled students and awareness of the equipment.

B. Examples of activities which focused on providing support to faculty:

1) Bibliographers have begun checking the holdings of our collections against lists of core materials in areas related to diversity, such as Native Americans, Asian Americans, Hispanics, and Blacks.

2) One bibliographer is responsible for selecting materials related to women's studies.

3) If the Libraries receives supplemental funding in '89/90, an amount will be designated for books and journals related to diversity.

4) Subsidize database searches by faculty preparing grant proposals for sponsored research.

C. Examples of general activities which promoted diversity:

1) Appointed a task force to develop a diversity plan. Their proposals are incorporated in the Libraries Diversity Plan for 1990/91-1994/95.

2) Mounted exhibits related to diversity (Black Awareness Month, Martin Luther King's Birthday, International Week, etc.) to highlight relevant library materials.

3) Members of the Libraries faculty and staff attended conferences and workshops on diversity, such as Agenda 2000, Minority Recruitment and Retention in Higher Education, Multicultural Education Workshop, and Recruitment for Diversity.

4) Planned a Libraries staff development program on diversity for April 1990.

Goal II: Increase the diversity of the Libraries faculty and staff.

1) Invited a minority librarian intern from Emory University to present a seminar during spring semester 1990, with the intent of familiarizing her with CSU and of demonstrating the Libraries' commitment to achieving diversity among the faculty.

2) Hired four staff members who identified themselves as ethnic minorities.

3) Hired minority students to work in the Libraries.

4) Followed recruiting procedures designed to attract and identify minority librarians. This effort has not been successful.

5) Began planning a program for minority students who work in the Libraries to interest them in a career in librarianship.

II. Libraries Diversity Plans 1990/91-1994/95

While all Libraries employees have a role and share a responsibility for achieving the following goals, for each goal a primary responsibility is indicated. Although time, energy, interest, expertise and other resources will be required to achieve these goals, only the funding resources have been identified.

Goal 1: Provide library support for campus efforts to increase retention of a diverse student body.

Plan A: Work directly with advocacy group directors to identify and implement library services and collections which will support ethnic studies, diversity efforts on campus, and the library needs of those served by the advocacy programs.

Who: Asst. Dir. for Public Services, Collection Development Officer, librarian liaisons, Diversity Task Force.

Resources: Libraries materials budget.

Plan B: Increase the representation of diversity groups among students hired in the Libraries.

Who: Personnel Asst., supervisors.

Resources: Libraries student wage budget.

Plan C: Expand support services for international students. Example: Translate library flyers into languages other than English.

Who: A public services librarian has accepted responsibility for coordinating these efforts.

Resources:

Plan D: Expand support services for disabled students.

Who: Asst. Dir. for Public Services is now responsible for reviewing, evaluating and integrating services to the disabled into the Libraries Public Services Program.

Resources: New funds or reallocate Libraries operating funds for additional equipment, maintenance and furniture. Potential for funding by a donor or a foundation.

Plan E: Appoint a Diversity Librarian to initiate diversity programs; to promote multicultural outreach; to provide sustained support for instructional programs, for collection development, and for services to diversity/minority students and faculty. Several

universities have extablished similar positions: Michigan, Evergreen State, California-Irvine, and California-Santa Cruz.

Who: Director, AA/EO Coordinator, librarians.

Resources: University funding for a new faculty position in the Libraries.

Goal 2: Increase the diversity of the Libraries faculty.

Plan A: Increase the size of the applicant pool of diverse faculty by working directly with library schools with minority enrollments and with the minority caucuses in ALA to acquaint potential applicants with CSU.

Who: Personnel Asst., AA/EO Coordinator, Director, librarians.

Resources: New University diversity funds or reallocate Libraries operating funds to invite minority library school students or graduates to visit CSU. Potential for funding by donor or foundation.

Plan B: Interest CSU minority classified staff in attending library school and agreeing to return to CSU.

Who: Supervisors and other librarians.

Resources: New University diversity funds to pay tuition scholarship. Potential for funding by donor or foundation.

Plan C: Interest CSU minority student library workers in attending library school and agreeing to return to CSU.

Who: Supervisors and other librarians.

Resources: New University diversity funds to pay tuition scholarship. Potential for funding by donor or foundation.

Plan D: Recruit and appoint atleast one minority librarian.

Who: Director, search committees, librarians.

Resources: Vacant position (2 retirements anticipated, although retirement of 2 transitional faculty will release very little salary).

Plan E: Initiate an exchange program between a librarian from CSU and a minority librarian from another library.

Who: Director, Diversity Task Force, librarians.

Resources: New University diversity funds &/or realocate Libraries operating funds to pay travel costs for both librarians. Potential for funding by a donor or foundation.

Plan F: Initiate a minority librarian intern program for an intern who will agree to come to CSU for one year. Internships have been introduced at several universities, such as Emory, California, Miami (Ohio), Delaware and Northern Colorado.

Who: Director, Diversity Task Force, AA/EO Coordinator, librarians.

Resources: New University diversity funds for library school tuition scholarship, salary for one year, and attendance at professional meetings and workshops. Potential for funding by a donor or foundation.

Goal 3: Increase the diversity of the Libraries staff.

Plan A: Attract additional minority staff.

Who: Personnel Asst., AA/EO Coordinator, supervisors, all Libraries employees.

Resources: Vacant positions as they occur.

Plan B: Retain existing minority staff by offering staff development opportunities and by creating an environment in which minorities feel comfortable.

Who: Supervisors, Personnel Asst., Director, all Libraries employees.

Resources: Libraries staff development funds.

Goal 4: Develop and increase Libraries faculty and staff awareness in order to effect a change in the environment in which other diversity goals are implemented.

Plan A: Expand the number of staff development opportunities and programs focusing on diversity and multiculturalism each year. Incorporate diversity in department training programs.

Who: The Staff Development and Guest Scholar Committees are responsible for planning programs; everyone shares responsibility for identifying needs and opportunities; the Director is responsible for funding opportunities; supervisors and staff are responsible for incorporating diversity in department orientation and training programs.

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Resources: Libraries staff development funds.

Plan B: Publicize diversity service and contributions and evaluate them along with other service and contributions in annual performance reviews and in reviews for reappointment, tenure and promotion.

Who: Everyone shares responsibility for publicizing accomplishments. Supervisors, the Tenured Faculty Committee and faculty peers share responsibility for evaluating accomplishments.

Resources: Merit salary pool.

Plan C: Provide an opportunity for Libraries faculty and staff to attend a retreat focusing on diversity and multiculturalism.

Who: Director, Staff Development Committee, Diversity Task Force.

Resources: Costs shared by those who attend and Libraries staff development funds.

Goal 5: Develop and increase general awareness in order to effect a change in the campus environment in which other diversity goals are implemented.

Plan A: Mount library exhibits each year which focus on diversity and multiculturalism.

Who: Libraries Exhibits Committee.

Resources: Libraries exhibits budget. Potential for funding by a donor or foundation.

Goal 6: Provide library support for campus efforts to incorporate multiculturalism in the curriculum and instruction.

Plan A: Select books, journals and other library materials that support a multicultural curriculum. Prepare and distribute bibliographies.

Who: Collection Development Officer and librarian selectors.

Resources: Libraries materials budget and budget supplements and printing budget. Potential for funding by a donor or foundation.

Plan B: Include sensitivity to diversity in library instruction.

Who: Committee on Library Instruction and librarian instructors.

Resources:

Point of Intersection:

The University Library and the Pluralistic Campus Community

A Report to the Vice Provost for Minority Affairs on University Library Programs for Enhancing Diversity and Academic Excellence at The University of Michigan

The University of Michigan Library
November 28, 1988

Executive Summary

By its very nature as a haven for diverse collections and ideas and as a facility that necessarily attracts a diverse staff and academic population, the University of Michigan Library recognizes its role as a primary point of intersection for the vast number of peoples and interests that exist on this campus. Intrinsic to its professional mission, then, is its encouragement of an understanding of pluralism as both fact and ideal in the academic world and beyond.

During the past three years, the University Library has taken a number of initiatives to enhance its pluralistic qualities and services.

In terms of staffing, the Library is a leading institution on campus and in the library profession. Approximately one-fifth of our librarians and our other personnel are members of defined minorities. This achievement results from a positive program of recruitment and retention.

In terms of staff relations, the Library has taken several concrete steps to sensitize its employees to the realities and virtues of pluralism. Most encouraging has been the response of many of our staff members in developing diversity projects on their own initiative. Among our projects have been a weeklong workshop on racism—a major catalyst for our more recent efforts—and such ongoing endeavors as discussion groups, a film series, and a staff-generated "amity program" that personally welcomes new employees to the Library.

In terms of services to undergraduates, the Library continues its notable Peer Information Counseling Program. And it continues to cooperate with such campus services as the Comprehensive Studies Program and its Summer Bridge Program and the College of Engineering's Summer Minority Program.

In terms of services to teachers, researchers, and administrators, some exciting progress has recently been made. Most noteworthy is the addition to our Graduate Library staff of a Diversity Librarian—one of few such positions in the nation. This person is responsible for designing and performing library services that are specifically aimed at promoting the idea of diversity as a fact of life on this campus, in both social and intellectual terms. The position's presence will bring considerable strength to our continuing efforts to add breadth and depth to our collections and to our bibliographic services in support of pluralism.

Our accomplishments thus far are prelude to our further plans. This school year's projects have included an evaluative workshop for the Library's Diversity Task Force to assess its recent actions and focus its goals on additional projects, some of which are noted herein.

Overall, the University Library intends not only to develop specific programs, but to establish enduring processes that will ensure an active recognition of pluralism as part of the normal shape of life at The University of Michigan.

Preface

This report is one of several University Library contributions to efforts being made across our campus to address many of the challenges that our pluralistic community brings to The University of Michigan. During the past two years, in an atmosphere in which incidents reflecting racism and prejudice have increased at U-M and other schools, those challenges have been particularly insistent. This report is presented under the assumption that, like all units on the U-M campus, the Library can respond most effectively to these necessary challenges by employing its unique resources—resources growing out of its particular strengths and its particular mission of service to the University community.

In these pages, we hope to indicate that the Library's contributions are based, first, in its inherent qualities as a repository of diverse thoughts and expressions; second, in its specific, directed programs in recent years to enhance its diverse character in several ways; and, third, in its continuing commitment to promote diversity by bringing its professional skills and its staff members' personal energies to bear on problems related to diversity that neither institutions nor individuals can resolve alone.

We hope to convey in this report that our record of looking into our own resources, examining our achievements and shortcomings, and developing our pertinent strengths in the interest of enhancing The University of Michigan's diverse environment may stand as a worthy model for dealing with one of the most important issues facing American universities.

Robert M. Warner
Interim Director,
University Library

November 28, 1988

University of Michigan Library

Statement on Diversity and Library Services

As an institution whose mission lies in collecting and disseminating ideas that have emerged from diverse intellectual traditions representing many peoples over many centuries, the University of Michigan Library recognizes its special role in accommodating and promoting pluralism in all its rich forms. Its services are based on the principle that sustained intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and expressions interacting freely in an open society. Accordingly, the University Library encourages diversity among its patrons, its staff, and its collections and services. The Library guarantees students, scholars, and staff equitable access to its resources, and for employees, equal access for advancement, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap, or Vietnam-era veteran status. The Library invites members of the University community to suggest ways that it may advance this policy.

University Library
November 14, 1988

Introduction

This report is rooted in a compelling fact about the role of the University Library in the life of The University of Michigan: the Library embraces the University community in its great diversity more broadly than any other single unit on campus. Not all students, faculty members, and other academic personnel routinely make use of any one department, research institute, athletic facility, or social program on campus, but all persons engaged in the University's educational enterprises use the University Library. The Library, in other words, is the pivotal campus facility where all groups and interests intersect.

This is an appropriate role for an academic library to fill, for by its very nature the library is a haven for diversity. Its collections represent the recorded achievements and expressions of many peoples throughout history. And its staff necessarily represents a great variety of language skills, ethnic and racial backgrounds, and subject specialties that are relevant to nurturing a library's varied holdings. In this regard, an academic library is actually a microcosm of its own parent-institution. What a multicultural university represents in terms of diversity as both fact and ideal, its library constitutes in terms of the preserved historical record and a diverse professional presence on campus.

The University of Michigan Library has long recognized its particular role in fostering an enlightened awareness of the *fact* of pluralism. And its professional encouragement of that awareness has also signaled its commitment to fostering an appreciation for the *values* intrinsic to diversity, as well. Accordingly, this report does not spring forth solely in response to this campus's recent and current controversies over issues of institutional racism; it emerges, too, from a long-held understanding of the Library's need for openness to differences in human experiences and expression if it is to perform its mission as a repository of the human record.

The following review of the University Library's active commitment to serving a diverse campus community conveys, we hope, the importance of sustaining a continuously vigorous point of intersection for the University's many voices. In sum, it is a record of solid achievements and continuing efforts, of gains made and goals yet to be reached.

University Library Programs and Services in Support of Diversity at The University of Michigan

Recruitment and Retention of Personnel

The University of Michigan Library has established a remarkable record of achievement in developing a diverse staff over the past few years. In terms of minority staffing, the Library is a leader.

In April of 1985, persons in minorities accounted for 13.2% of the total Library staff. In October 1988, the percentage had risen to 17.7%.

The percentage of non-Asian minorities was 5.6% in April 1985; it had risen to 8.9% in October 1988.

Among our librarians, minority representation stood at 13% in April 1985. Today the percentage is 21.5% of our professional force of 102 librarians. The minority staff consists of 13 Asian, 1 Hispanic, and 8 Black librarians.

Set against the achievements of libraries in the University's peer institutions, as reported by the Association of Research Libraries in its 1987 Annual Salary Survey, the University of Michigan Library's record is particularly impressive. ARL's survey of general libraries among its members (not including law and medical libraries) shows a 9.39% minority representation among their 6, 756 academic librarians. Even allowing for differences in reporting periods and other likely variables, we can still reasonably assume that minority staffing in the ranks of professional librarians at the University of Michigan Library is, on average, approximately twice that achieved by libraries in the University's peer institutions around the nation.

These figures are suggestive of the Library's achievements in diversified staffing over the past few years, but they clearly are not cause for self-satisfaction or complacency. Given our total work force of 367 staff employees in the University Library system, a loss of one or two staff members in a given minority category could reduce our gains significantly. But it is clear, nonetheless, that the Library's continuous recruitment and retention of a diverse work force has steadily led to our current standing as a leader among all academic and support units in the University and among peer institutions in the library profession.

This overall achievement is cause for a general optimism that is buttressed by other pertinent factors. For example, the current 22.8% minority representation among our clerical workers augurs well for greater advances in our professional and administrative ranks within a few years, in light of the fact that a majority of our P&A employees are recruited over time from the ranks of our own clerical staff. Even among our temporary student employees—a highly visible group whose presence sends sure signals about our hiring practices to our patrons—the Library has made great progress in minority hiring over the past few years. Students move in and out of employment more fluidly than other job-holders on campus, and their personnel statistics fluctuate accordingly, but in some of our units (the Undergraduate Library and the engineering libraries, for example) as many as 25% of student workers are persons of color during an academic year.

Staff Hiring Policies

In addition to following the University's guidelines on hiring a diverse work force, the Library has been reviewing its own personnel practices during the past three years in light of its particular qualities of diversity and its position as a resource for the entire campus. Especially important in this regard was its October 1986 personnel workshop, "Recruiting & Retaining a Diversified Workforce." In this daylong session for all unit heads and supervisors, the Library administration made a commitment to further diversify its staff. It also furthered its understanding of how to achieve this goal by reviewing pertinent research and legal considerations with the help of guest speakers. In several ways, then, this workshop served to direct and focus the Library's subsequent efforts.

In recent years, administrators and the Library Personnel Office have revised or established a number of policies and procedures for achieving the Library's goals:

• Several job descriptions have been revised to remove extraneous qualifications, such as unnecessary foreign-language skills, that might keep some potential minority applicants from applying.

• For many job postings, campuswide candidate pools are now reviewed by the Library Personnel Office after initial applications have been received and again after interviews have been conducted to determine if potential minority candidates seem not to have applied in sufficient numbers.

• Demonstrated attention to the University's Affirmative Action guidelines is now a criterion for special credit in the merit review process for all Library supervisors.

• For off-campus recruiting, the Library makes special efforts to advertise and register notices in institutions where qualified persons in minority groups are present and are likely to be informed of employment opportunities in the University Library. For clerical positions, for example, the Library notifies appropriate personnel at Cleary College, a business school in Ypsilanti.

Activities Outside the Library

The Library's efforts in recruitment and retention of minorities go beyond the confines of the Library itself and into the profession's training ground at the University's own School of Information and Library Studies. Two of our librarians currently serve as representatives on the SILS Faculty-Alumni Minority Recruitment Committee. This group aggressively seeks applications to the School by members of minority groups, and it meets with currently enrolled minority students to learn of conditions that might, if unrecognized by the School, lead to difficulty in retaining some of those students. By encouraging this participation, the Library contributes to a further broadening of minority membership in the profession overall.

Workshops on Racism

From March 28 through April 1, 1988, the University Library sponsored a general meeting and a series of half-day workshops for all staff members in order to address the problem of institutional racism at The University of Michigan. The program, entitled "Overcoming Racism: Exploring the Value of Diversity," was the Library's contribution to a series of special projects, seminars, and other forums that the University administration had charged all of its major administrative and academic units on campus to provide for their employees.

These various presentations were organized as part of the University's formal response to public demands for direct action against an increasing number of overtly racist incidents that had occurred among students and staff members during the previous year. What these incidents revealed was more than just some examples of patently offensive behavior. They stood, too, as a stark reminder that such behavior is never truly isolated, that such behavior is nearly always the implicit product of—and further generator of—subtler attitudes about race and other perceived differences among human beings that draw upon a wide field of fear, resentment, misunderstanding, and distrust that is embedded in the American social landscape, its most prominent institutions included. The incidents, in other words, exposed the stubborn, self-fulfilling truth that institutional racism is an evil that even good people cannot easily see.

The Library sought to help people see. It presented a program that sought to engage people at the level of empowerment, where they might develop a sense of personal and collective control over the effects of racism in their own working environment and promote diversity as a positive force. With the assistance of Dr. Frances Kendall, a nationally recognized consultant in managing diversity in the workplace, it first launched a pre-conference training session for thirteen Library staff members in various job categories who would act as small-group facilitators in the workshops. It then presented the general program, at which Dr. Kendall and Ms. Vivian Sikes, a librarian with the San Francisco Public Library system and a noted speaker on confronting issues of racism in libraries, offered strategies for working effectively across racial lines. Finally, it held seven workshops to encourage all staff members to confront attitudes about race and racism and consider possible approaches to dealing with the fact of pluralism as a positive value that could be cultivated by the Library's own employees.

Successes drawn from these experiences cannot be measured in the short term; self-congratulation over such efforts is often an easy reaction to a combination of early impressions and hopeful intentions. In many ways, though, the sessions confirmed the worth of several of our long-established programs. Just as important, they also revealed less conspicuous areas where much understanding still needed to be gained. What we do know a half-year later is that many members of the University Library staff have continued to take initiatives to launch new projects and build upon older ones and to maintain a lively conversation about diversity as a practical reality in the Library.

Undergraduate Student Services

Peer Information Counseling Program

Now in its fourth year, the Peer Information Counseling (PIC) Program in the Undergraduate Library employs and trains sophomore through senior minority undergraduates (nine this year) who serve primarily as guides for newer students at U-M who may feel overwhelmed by the size and complexity of the University Library system. An important part of the counselors' job is to make students feel welcomed and comfortable in the academic environment by helping them gain the confidence and experience necessary to engage in college-level library research. Staffed by members of minorities, working under the supervision of a librarian, the program has its counselors serve as guides and role models for all undergraduates who use its services as they work on research papers, reports, and other projects. Along the way, of course, the counselors themselves gain valuable experience in dealing with a variety of people and research problems.

Counselors assist students in using standard bibliographic sources and personal computers for library research, introducing them along the way to such formal resources as the Undergraduate Library's Term Paper Assistance Program and the Academic Resource Center (ARC), the latter staffed exclusively by PIC employees. During the 1987-88 academic year, counselors in ARC served 297 library users, an increase of 67 patrons over the previous year.

The PIC Program also extends its services across campus. Last year, all minority undergraduates were contacted at least twice through brochures, research guides, and the *PIC Newsletter*, which updates students on services and resources. PIC representatives meet during the year with students and faculty through such facilities as Trotter House and Minority Student Services, as well as with Minority Peer Counselors in University residence halls. In addition, the Program exchanges references with Minority Student Services and the Center for Afroamerican and African Studies Library on students who need academic counseling or research assistance.

Comprehensive Studies Program

The Undergraduate Library cooperates with the University's Comprehensive Studies Program (CSP), which assists students, mainly in minority groups, whose previous experience in research has been limited. Both units regularly refer students to each other's services. The Library is especially active in helping CSP-affiliated students learn online searching and word-processing skills and in working with the approximately 160 students who register for the CSP sections of English 125 (Introductory Composition) each year. Representatives of the Undergraduate Library and the Program are currently exploring ways to further strengthen their ties.

Summer Bridge Program

The UGL contributes to CSP's Bridge Program in more formal ways. The Bridge Program brings first-year minority and other students to campus to engage in intensive college-level work during the summer preceding their regular entrance into the University. The students, who are judged to be potentially at risk in the absence of such intervention, take regular credit courses, for which librarians provide bibliographic instruction, assign research problems designed to familiarize students with many of the Library's resources, and introduce them to using computers and word-processing programs (with the assistance of counselors in the PIC Program). During Summer 1988, the UGL served 67 students in the Bridge Program.

Summer Minority Program—College of Engineering

The Engineering Libraries cooperate with the College of Engineering in helping minority students who have been accepted by the College in making a successful transition from high school to University life. In two one-month programs each summer, the libraries introduce these students (a total of 60 this past summer) to all relevant library skills needed for completing specially designed research projects.

Services to Teachers, Researchers, and Administrators

As the multicultural nature of The University of Michigan has become more prominent in recent years, the University Library has become increasingly aware of the fact that some traditional library services do not adequately serve the needs of teachers, researchers, and policy makers who are engaged in projects related to social pluralism. Its response to this condition has been to create resources and services that specifically support such work. Important in itself, this response is also part of a larger development in the field of library and information science.

Academic libraries have always been charged with supporting changes of emphasis in scholarly pursuits and administrative policies. But in recent years the library's role has been evolving from that of a secondary supporter to that of a primary generator of new resources for research—and of new awarenesses of interrelations between seemingly unrelated fields of knowledge. For example, library research networks are producing such resources as research-in-progress databases and satellite imagery databases that are drawing scholars together from specialties that previously had little to do with each other's work. This electronic revolution in data management and delivery has placed new responsibilities on research libraries to provide the expertise and flexibility necessary to bring coherence and creative engagement to a torrent of data that characteristically spills over the lines of traditional fields of research. Without such a professional presence, one might well exclaim that the world of data is indeed too much with us, and upon us.

This expanded generative role for libraries has important implications for the multicultural university. The new pluralism that has been emerging on university campuses over the past quarter-century—in particular, the greater presence of women and minorities in all areas of academic life—has brought a multitude of new angles of vision to research and teaching, many of which are not yet adequately accommodated in mainstream research sources, in part because of the huge amounts of new data and methodologies that these very perspectives are contributing to the scholarly landscape. Add to this the ongoing need to draw lines of relevance between the new scholarly perspectives themselves, and even the most optimistic practitioners of these emerging fields may justifiably feel frustrated by an embarrassment of informational riches to which coherent access has not yet been adequately provided. Clearly, it is a university library's responsibility to provide resources that address the interrelated imperatives of the so-called information explosion and the new pluralism on university campuses. More specifically, at The University of Michigan, it is the University Library's responsibility to provide creative reference and research services to support these new fields of scholarship on campus.

Diversity Librarian

Funded by the Office of the Provost, the newly created position of Diversity Librarian in the Graduate Library—one of very few such university library posts in the nation—provides reference and research services specifically geared to the needs of scholars and administrators who are grappling with issues related to diversity. The position ensures that close attention will be given to (1) developing strong service programs to assist research on minority and women's issues and (2) building University Library collections (and enhancing interlibrary loan access to other institutions' collections) that truly represent the University's and the nation's pluralistic character.

The Diversity Librarian is an invaluable addition to the Library. The position's presence signals the fact that the inclusion of diversity as an intellectual approach to research is a key element in delivering effective Library service, just as, say, certain language skills constitute part of the nature of librarianship. It is, in other words, an important institutional acknowledgement of the fundamental place that a comprehension of pluralism must take in the intellectual life of the University.

The Diversity Librarian's duties extend in several directions:

• Current Awareness - distributing current readings to administrators, advisory groups such as SACUA, and the *University Record*, and perhaps eventually to colleges, universities, and other institutions around the nation. In particular, this service disseminates interdisciplinary research that often goes well beyond mainstream sources—the kind of research that is often most necessary in the study of pluralism.

• Program Support for Diversity Initiatives - distributing targeted bibliographies and current readings geared specifically to groups whose needs for a wide variety of information is great but whose resources for gathering it are limited in terms of experience or funding. Such groups as administrative councils and various minority organizations are intended as the main beneficiaries of such service.

• Collection Diversity - facilitating the acquisition of materials in areas that have not been high in the Graduate Library's priorities in past years or which have only recently been developing. The Diversity Librarian is responsible for coordinating these acquistions in light of the Library's responsibilities as a member of major interlibrary loan consortia, as well, thus enabling it to purchase items that would also be useful to researchers in other institutions.

• Program Support for Minority Research - offering seminars for faculty members and students that focus on the interdisciplinary research characterizing most work in the field of diversity studies. This service often brings together researchers from many departments who have typically not been aware of each other's similar interests and relevant skills.

• Program Support for Untenured Minority and Women Faculty Members - addressing the special needs of untenured faculty members whose minority status in their departments and in the University places unusual demands on their time and energies as they devote a large amount of attention to committee memberships, counseling duties, and other activities as representatives of their particular backgrounds and interests. A body of research in higher education suggests that such persons face inordinate stress as they try to strike the traditional balance among teaching, research, and service while seeking tenure. The Diversity Librarian alleviates some of this pressure by serving as a specially designated resource person who assists these faculty members in their scholarly projects.

Collection Development

Over the past few years, the University Library has made an effort to strengthen its collections in minority studies areas in response to researchers' suggestions and to its own ongoing collection evaluations. Beginning in 1985, the Graduate Library, for example, began to acquire several large and important research collections, such as *Black Workers in the Era of the Great Migration, 1916-1929; Civil Rights During the Johnson Administration, 1963-1969; New Deal Agencies and Black America; Papers of the NAACP;* the *Schomberg Clipping File* of newspaper and periodical clippings dealing with Black life in America from 1924 to 1974; the *New York Amsterdam News;* the *Chicano Studies Library Serial Collection* (covering the years 1855 to 1985). It has also entered subscriptions to many journals in minority studies, such as *American Visions; The Hispanic Journal of Behaviorial Studies; Afro-Americans in New York; The Journal of Black Psychology; Callaloo; Hispanic; Amerasia Journal;* and *American Indian Culture and Research Journal.*

Minority periodicals acquired by the Undergraduate Library include *Black American Literature Forum; Black Collegian; Black Scholar; Ebony;* and *Hispano-Americano.* These and many other resources directed toward diversity studies are identified for users in printed bibliographies and other specially prepared research guides.

Many of our branch and divisional libraries hold journals and other materials related to roles played by minorities in the subjects covered by their specialized collections. Several of these libraries issue pertinent reading lists and research guides to these holdings, as well.

For all of our collection development efforts, the addition to the Graduate Library staff of the Diversity Librarian is expected to contribute significantly to broadening collections and services in the entire Library system over time.

Bibliographic and Database Services for Faculty and Administrators

This program in the Graduate Library provides bibliographic citations, annotated reading lists, copies of articles, and research support in grant-seeking efforts for administrators, policy-making bodies, faculty advisory groups, individuals, and other University officials engaged in projects promoting a hospitable campus environment for all persons. The program also includes maintenance of a constantly revised online database, now of some 400 citations, on all relevant aspects of the subject of diversity in higher education. Copies of many of the resources issued or cited by this service are available at the Graduate Library Information Center; they may also be ordered for delivery through the Library's 747-FAST document delivery service. These services are expected to be greatly enhanced by the addition of the Diversity Librarian to the Library staff.

Staff Relations

An immediate and most fulfilling consequence of the Library's racism workshops has been the extent to which personnel in all job categories have taken initiatives to improve relations within the Library staff, particularly through the Library's Diversity Task Force and its several sub-committees. One of the most practical insights developed in the ensuing months has been that the Library's and the University's acknowledged problems in relations between the races could often best be addressed within the context of overall staff and human relations. Often, problems that are perceived as racial in nature may also (or instead) be based in other forms of prejudice or misunderstanding embedded in such qualities as class distinctions, job categories, unit assignments, gender, and other forms of real or imagined differences. In many cases, human relations problems may simply result from an institution's failure to provide genial opportunities for close discussion and familiarity. Such opportunities have recently been advanced by a number of programs in the Library, some of them developed by staff members themselves.

Discussion Groups

Following the March workshops on racism, many staff members joined discussion groups, for whose meetings the Library arranges released time, that continue to probe many of the topics raised in the workshops and that have opened other topics for consideration. Without abandoning issues of race, groups have also studied such related topics as standard and non-standard English, ethnic humor, staff evaluations of the racism workshops, means of enhancing recruitment of a diversified work force, ways of dealing with grievances arising in a context of prejudice and stereotyping, and general topics pertaining to the quality of working relationships within the Library. Especially refreshing has been the extent to which many staff members in all job categories have felt free to discuss such matters frankly with co-workers, supervisors, and administrators alike.

The assumption that race relations could profitably be discussed in the context of broader human relations, too, seems to have borne fruit in some of the programs described below which have emerged from discussions among staff members.

Amity Program

One very important development has been the creation of an "amity program" in which volunteer staff members are being randomly assigned across job-category lines to greet new employees on a one-to-one basis and to help ease their way into the social and professional life of the Library, the University, and the local community over a period of up to six months (as both parties determine). Volunteers do such things as invite newcomers to lunch, accompany them to Library functions, and introduce them to colleagues in the Library system. Staff members have organized this program, and they have written guidelines for volunteers and letters of welcome offering this courtesy to new employees. The first twenty-five matches were made this summer and fall, and their progress is being followed by committee members. Additional pairings continue to be made as new employees join the Library.

Particularly significant is the fact that the program is enthusiastically supported by the Library administration without being operated by it. It is a "bottom-up" program that invites all interested parties to participate without implying that "official" expectations might impinge in any way.

Film Series

This August the Planning Subcommittee of the Diversity Task Force presented a Diversity Film Festival—a four-week series of eight documentary productions on Black, Japanese, Chicano, and Native American experiences in the United States. Follow-up discussions led by staff members were held each week, as well. Again, the Library administration provided released time for persons attending the events. Students in the School of Library and Information Studies were also invited. Between 50 and 80 persons attended each week—an impressive number considering that in August many people are on vacation and others are busy planning for the new school year.

The Subcommittee has resumed the series this fall, offering one film each week and follow-up discussions immediately after each showing. The administration continues to encourage supervisors to arrange schedules flexibly so that interested persons may attend as often as possible.

The Library's new Film and Video Library (formerly a part of Michigan Media), which now has a reference and preview center conveniently located in the Undergraduate Library, holds a solid collection of films and video tapes on such diverse American groups as Asians, Blacks, Hispanics, and Native Americans and on such topics as sexual preferences, women's studies, and Judaic studies. This unit's continually expanding resources are available for the Film Series and to the University community in general. With regard to diversity studies, the merging of the Film and Video unit with the University Library is particularly important, as it allows the Library to respond directly to patrons' recommendations for acquisitions of films and tapes.

Staff Newsletter

For most of this year, the weekly *Library Newsletter* has carried notices, schedules, and other news on the Library's efforts to encourage an appreciation for diversity in the staff and on campus. It is one sign of progress that in this widely read staff newsletter, diversity has become a regularly covered topic, not an occasional "special feature." A Newsletter Committee is currently soliciting additional articles, coordinating information notices, and issuing progress reports, all for routine appearance in the staff newsletter.

Diversity Statement

This November, the University Library Administration issued its "Statement on Diversity and Library Services" (printed above). In identifying the inherent qualities that the Library brings to its role in serving the pluralistic campus community, this statement reaffirms the Library's unique and important contributions to the campus dialog on promoting diversity at The University of Michigan.

Projects in Progress or Under Consideration

The Library continues to explore ways to create a more hospitable environment. It is currently considering several projects, including:

- Arranging visits by new employees to all of the Library's units as a way of increasing familiarity among staff members, who are scattered across our two main campuses;
- Arranging informal social visits between staff members and Library administrators;
- Developing a speakers series for occasional presentations on subjects relating to pluralism.

Diversity Task Force Workshop

On November 14, 1988, the Diversity Task Force met in a day-long evaluation workshop to review the Library's recent projects and to evaluate its continuing role in such efforts. In the meeting, the members reaffirmed the Task Force's necessary role in promoting and often initiating Library programs in the interest of diversity. It formalized its membership procedures so as to encourage routine inclusion of a variety of perspectives in the committee, and it decided to continue its regular twice-monthly schedule of meetings. It also raised several matters for further consideration, including (1) the need for the Library to arrange additional time for Task Force members to coordinate some time-consuming diversity projects, and adequate time for all staff members to participate in those projects, (2) the need to periodically survey all staff members for their evaluations of the Library's and the Task Force's current progress and plans, and (3) the need to help members periodically evaluate their own work on the Task Force in a productive way.

Conclusion

Problems are not often solved in libraries. Rather, libraries are places where problems are confronted and probed on the testing ground of evidence and sound reasoning. A library fulfills much of its mission successfully when it opens access to that ground, when it lays out clear avenues that connect new challenges with reliable sources of information and knowledge. As they have always been, libraries are both points of intersection and points of departure. At their best, they are places where honest resolutions begin.

The University Library continues to expand access for all its patrons and staff members with a confident awareness of its unique role in the University and a clear understanding that a mission of service to a dynamic, diverse community is perpetually in need of further adjustment. What we have been developing over the past few years, and especially since our Racism Workshop, is not a series of "events" serving as mere showcases. What we have developed is a process for furthering progressive courses of action and ways of thinking. Accordingly, our closing comments are on some of our goals—the objects of our own points of departure.

For our patrons, we intend to continue diversifying our personnel, services, and collections so that any Library user may walk through our doors or move through our electronic gateways and not feel like a stranger in the house of knowledge. As preservers and organizers of knowledge, we are well aware that a library must always be an empowering institution.

For our staff, we intend to expand opportunities for in-service training and equitable promotion, to encourage each individual to personally contribute to the embracive atmosphere engendered by diversity in the workplace, and, through a carefully directed hiring program, to provide an environment that grows even richer in human variety. We are particularly proud that initiatives already taken by many of our colleagues have been major components of our diversity program thus far.

For the University, we intend to continue serving as a resource for others who are confronting the problems that inevitably come with the challenges of pluralism. In developing our professional services, and by sharing our own experiences and insights, we believe we can serve as a source of practical advice on many levels.

Finally, this report is itself offered under the assumption that as a major campus unit the University Library can assess its effectiveness in serving the pluralistic campus community in part by publicly recounting its activities and goals. We hope that it may stand as part of the Library's positive contribution to the vigorous exchanges on the subjects of prejudice, racism, and diversity that have reached every corner of the University during the past two years. The report is intended, in other words, as a contribution to a crucial public discussion about this institution's social mission—recognizing that any report dealing with human relations is inevitably a report-in-progress.

The University of Michigan Library
November 28, 1988

UNIVERSITY LIBRARY

DISTRIBUTION OF STAFF BY RACE

OCTOBER, 1988

Job Family	Total # of Staff*	Asian	Black	Hispanic	Native American	White	Total Staff of Color
Clerical**	149	16	14	3	1	115	34 (22.8%)
P/A	100	2	5	0	1	92	8 (8.0%)
Librarian	102	13	8	1	0	80	22 (21.56%)
GSA	16	1	0	0	0	15	1 (6.25%)
Total	367	32	27	4	2	302	65 (17.7%)

*Measured as # of staff on the payroll at that point in time...not FTE
**Includes service (union) and technical staff

Library Personnel Office
November 15, 1988

Appendix A

POINT OF INTERSECTION II:

THE UNIVERSITY LIBRARY MOVES TOWARD DIVERSITY

The University of Michigan Library
June, 1990

POINT OF INTERSECTION II

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EXECUTIVE SUMMARY

The University of Michigan Library is making significant progress toward its goal of creating a multicultural organization. Diversity is valued as an essential element of the campus community and the society at large.

Among the Library's achievements between January 1989 and June 1990 are:

* An increase in the percentage of minority library staff from 17.7% to 20%. Personnel is working proactively with supervisors and minority applicants to support diversity within Library units.

* The offering of three new diversity-related workshops -- Managing a Culturally Diverse Workforce, Cross Cultural Communication and Stairs and Stares -- as well as continuing to offer Overcoming Racism: Exploring the Value of Diversity. Hundreds of staff members attended these programs in the past 18 months.

* The establishment of the Library Diversity Committee formed to encompass the Diversity Task Force in recognition of their contributions to the Library. They have established long-range diversity goals and objectives and continue to serve as a coordinating committee for a variety of diversity activities.

* A continuation of ambitious service programs in the Undergraduate and Graduate Libraries. The Undergraduate Library serves minority students with peer counselors, extensive specialized training in the use of resources, a wide range of publications on diversity topics, outreach to and cooperation with campus organizations, and regular exhibits.

* In the Graduate Library, the Diversity Librarian works with minority and women graduate students and faculty to assist in orienting them to the Library and allied campus information resources, and with all faculty and administrators to identify or create resources which support diversity efforts on campus. Services offered include in-depth research consultations, database searches including monthly current awareness updates, and instruction in the use of computer tools for storing, organizing, formatting, and printing bibliographic citations.

* The presentation of at least one diversity display or exhibit by each unit of the Library to share information and promote a hospitable environment for all members of the campus community.

Projects in progress for 1990-91 include:

* establishing an active collaboration with the School of Information and Library Studies to develop a course, Sources and Methods for the Study of American Diversity.

* providing training for potential minority clerical workers through the Training Intern Program (TIP).

* planning a new workshop, in conjunction with the University's Gay and Lesbian community, on homophobia.

* studying the issue of minority retention.

The University Library recognizes that there are a myriad of issues and feelings embodied in the term "diversity" that can only be adequately addressed through the continuous use of a variety of means. Efforts must be redoubled at this juncture to continue forward movement. The Library accepts this challenge and remains committed to the goal of becoming a multicultural organization.

PREFACE

Among our most satisfying actions as administrators at the University of Michigan Library has been lending support to the Library's excellent diversity efforts. Ultimately, an organization is only as good as its people, and staff have shown a tremendous dedication to advancing multiculturalism for the benefit of the campus community.

This document records the many efforts being made to achieve this goal. We feel that genuine progress has occurred, but there is still much more to be learned. Every university library has an obligation to pursue knowledge, not just collect it, and we can think of no area where this is more important than in promoting human understanding.

As our nation's demographic profile changes, we must change with it. The university library, as a crucial member of the higher education community, can create an environment which values diversity as another aspect of true intellectual and academic freedom. We, at the University of Michigan Library, continue this endeavor.

Robert M. Warner
Interim Director

Carla J. Stoffle
Deputy Director

June 1990

University of Michigan Library

Statement on Diversity and Library Services

As an institution whose mission lies in collecting and disseminating ideas that have emerged from diverse intellectual traditions representing many peoples over many centuries, the University of Michigan Library recognizes its special role in accommodating and promoting pluralism in all its rich forms. Its services are based on the principle that sustained intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and expressions interacting freely in an open society. Accordingly, the University Library encourages diversity among its patrons, its staff, and its collections and services. The Library guarantees students, scholars, and staff equitable access to its resources, and for employees, equal access for advancement, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap, or Vietnam-era veteran status. The Library invites members of the University community to suggest ways that it may advance this policy.

University Library
November 14, 1988

INTRODUCTION

The University of Michigan Library staff has continued to make progress toward its goal of incorporating diversity into all parts of the organization. Since the first report eighteen months ago, staff have discovered that creating and institutionalizing diversity is a never-ending process. It is everyone's responsibility and requires the commitment of all.

Everyday, more is learned about subconscious discriminatory behaviors which restrict access for students and faculty. This also has an impact on the effectiveness of staff diversity efforts.

As is the case in most higher education institutions, the University of Michigan Library embraces a heterogeneous scholarly community more broadly than any single unit on campus. All persons engaged in educational and research enterprises use the library. As a pivotal campus facility, it intersects with every group and interest.

Evolving into a multicultural organization is a challenging undertaking. Words must be followed by actions. And these actions must be continuously assessed and refined to achieve ever greater levels of effectiveness. As the hub of knowledge for the campus, the University Library is becoming a leader in this important endeavor. It has spent the past eighteen months pursuing this course and what follows consists of reflections on the library staff accomplishments and aspirations for the future.

The Multicultural Organization

As the University Library searches for ways to achieve true and lasting diversity, it has become clear that it must evolve into a multicultural organization. An understanding of the definition of a multicultural organization (MCO) and its stages of development is of primary importance. A presentation of this concept, developed by Bailey Jackson and Evangelina Holvino, is presented here as a way to focus on the efforts taken by the Library to begin to institutionalize a genuinely pluralistic environment.*

Jackson and Holvino make the case that traditional organization development has not been successful in creating social justice in the workplace and that individual consciousness raising has not improved the environment significantly for minorities, women, and the disabled. They go on to say that the successful organization of the future must be aware of changing demographics, the emergence of a "socially diverse marketplace", and the growing body of evidence that documents the role of a fair and equitable workplace in increasing productivity.

Jackson and Holvino's paper more fully expresses the ideas summarized here and it is suggested that it be read in its entirety. Briefly, they describe four basic elements of a MCO: social/cultural representation (equity in the number of social or cultural groups represented in the organization), valuing and capitalizing on differences (fulfill the mission of the organization by encouraging a wide variety of cultural perspectives at all organizational levels), the elimination of racism and sexism, and a diversity of stakeholders (persons of diverse backgrounds are accepted as holding legitimate claim to a share of the mission of the organization).

The authors expand these themes into a visionary description of a multicultural organization, committed to fulfilling its social responsibility, internally and externally.

"The multicultural organization:

- *reflects the contributions and interests of diverse cultural and social groups in its mission, operations, and product or service*
- *acts on a commitment to the eradication of social oppression in all forms within the organization. It is also sensitive to the possible violation of the interests of all cultural and social groups whether or not they are represented in the organization*
- *members of diverse cultural and social groups are full participants at all levels of the organization, especially in those areas where decisions are made that shape the organization*

* *follows through on its broader external social responsibilities including its support of efforts to eliminate all forms of social oppression. This also involves the support of efforts to expand the multicultural ideology."*

A model development process to achieve the multicultural organization has been designed by Jackson and Holvino (Figure I). This model has six stages within three levels:

Level I THE MONOCULTURAL ORGANIZATION
This level seeks to maintain the status quo by "enhancing the dominance, privilege, access of those in power" (generally white, able-bodied males).

> *Stage 1 (Level I) The Exclusionary Organization is primarily interested in maintaining the dominance of one group over other oppressed groups on the basis of sex, race, gender, or cultural identity.*
>
> *Stage 2 (Level I) The Club does not outwardly espouse white male supremacy but does act out views in an attempt to maintain control and privileges of those who have traditionally held the power.*

Level II THE NON-DISCRIMINATING ORGANIZATION
This level consists of "non-discrimination in a monocultural context" -- i.e. it admits people of different cultures into the organization without changing fundamentally.

> *Stage 3 (Level II) The Compliance Organization is committed to removing some of the discrimination found in the earlier stage of The Club by allowing minorities and women to enter, but avoids tampering with the actual structure, mission and culture of the organization in the process. The organization's method for changing its racial and gender profile is often to actively recruit and hire more racial minorities and women at the bottom of the system. If they are hired or promoted into management positions they are generally seen as "tokens" and must be "qualified team players". They must be "exceptional" and not openly challenge the organization's mission and practices.*
>
> *Stage 4 (Level II) The Affirmative Action Organization actively recruits and promotes women, racial minorities and members of other social groups which are generally denied access. Moreover, support of the growth and development of these minority employees is demonstrated through programs that increase their chances of success and mobility in the organization. The Affirmative Action Organization has evolved and now addresses employee attitudes toward oppression, conducts workshops on racial and sexual discrimination, and broadens its perception of diversity to include all socially oppressed groups. Regardless of this, the organization's members remain committed to conforming to the norms and practices of the majority group's world view.*

Level III THE MULTICULTURAL ORGANIZATION
This level emphasizes "a) diverse cultural representation, b) equitable distribution of power and influence, c) the elimination of oppression, and d) multicultural perspectives in the larger society."

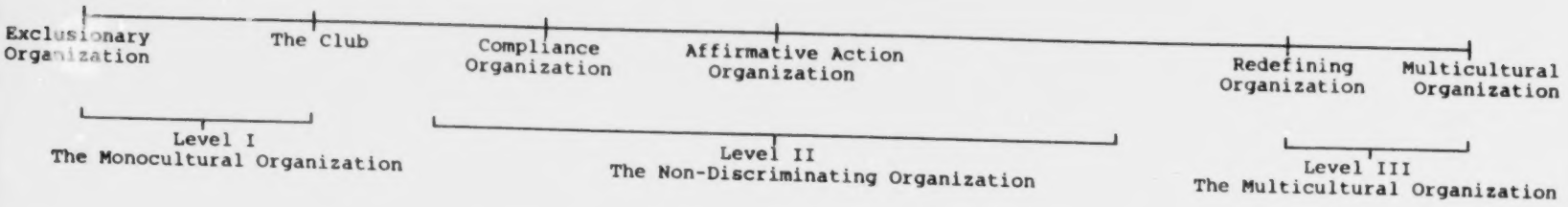
> *Stage 5 (Level III) The Redefining Organization No longer content with just being anti-racist or anti-sexist, a commitment is made to examine the organization's activities for their impact on all of its members' ability to participate in and to contribute to the organization's growth and success. The limitations of the prevailing cultural perspective are questioned as to their influences on the organization's mission, structure, management technology, psychosocial dynamics and product or service. New approaches and alternative methods of organizing are explored which guarantee the inclusion, participation and empowerment of all of the organization's members.*
>
> *Stage 6 (Level III) The Multicultural Organization is achieved by fulfilling all four elements of Jackson and Holvino's vision described earlier.*

All of these stages and levels are sequential; experiencing a stage contributes to the organization's ability and need to advance to the next stage. In addition, different stages may be exhibited concurrently in various divisions, departments, and offices of the organization. The University Library is steadily working to make the ideal of a multicultural organization a reality. The Jackson and Holvino paradigm serves to articulate both a process and a goal for future progress.

* *Jackson, Bailey and Evangelina Holvino. Multicultural Organization Development. PCMA Working Paper #11; CRSO Working Paper #356. (Ann Arbor, Mich.: University of Michigan, Center for Research on Social Organization, 1988.)*

Figure I

Multicultural Development Continuum*



*based on Multicultural Organization Development
by Bailey Jackson and Evangelina Holvino

UNIVERSITY LIBRARY PROGRAMS AND SERVICES IN SUPPORT OF DIVERSITY AT THE UNIVERSITY OF MICHIGAN - 1990 UPDATE

Initial Accomplishments, 1985 - 1988

From 1985 to 1988, the period covered in the first report, the University Library took a number of initiatives to enhance its pluralistic qualities and services.

In terms of staffing, an assertive program of recruitment resulted in raising the percentage of minority staff to 17.7%.

The Library took several concrete steps to sensitize its employees to the realities and virtues of pluralism. Among the diversity projects established were a weeklong workshop on racism -- a major catalyst for more recent efforts -- and such ongoing endeavors as discussion groups, a film series, and a staff-generated "amity program" that personally welcomes new employees to the Library.

To serve undergraduates, the Library continued its notable Peer Information Counseling Program. And it cooperated with such campus services as the Comprehensive Studies Program and its Summer Bridge Program and the College of Engineering's Summer Minority Program.

Faculty, researchers, and administrators were served by the addition to the Graduate Library staff of a Diversity Librarian -- one of a few such positions in the nation. This person is responsible for designing and performing library services that specifically aim at promoting the idea of diversity as a matter of course on this campus, in both social and intellectual terms. The position's presence brought considerable strength to continuing efforts to add breadth and depth to the collections and to bibliographic services in support of pluralism.

Other projects included an evaluative workshop for the Library's Diversity Task Force to assess its recent actions and focus its goals on additional projects.

Overall, the University Library not only developed specific programs, but established processes intended to ensure an active recognition of pluralism as part of the normal shape of life at the University of Michigan.

Further Progress, 1989 - 1990

Recruitment of Personnel

Since 1985, the University of Michigan Library has made significant progress in developing a diverse staff. In April of 1985, minority persons accounted for 13.2% of the staff. In October 1988, when the first Point of Intersection report was written, the percentage was 17.7%. The most current personnel report, April, 1990, indicates that minorities now comprise 20% of Library staff. This represents seven more newly hired minority persons in 16 months. Library Personnel and supervisors are striving for constant, steady progress over time as they hone their skills in the complexities of minority recruitment.

Staff Hiring Initiatives

Initial efforts to hire a diverse workforce concentrated on reviewing University and Library personnel practices. The Library continues to adjust job descriptions routinely to remove extraneous qualifications, post positions in publications known to be of high interest to minorities, and target mailings to potential applicants.

More recently, Personnel has begun one-on-one counseling of supervisors to assist them in developing the skills and values needed to meet Library and unit diversity goals. Personnel challenges Library supervisors to introduce diversity into their hiring processes and thinking. They support supervisors by reviewing searches and hiring decisions with them, helping them build a diversity perspective.

Minority persons seeking employment with the University Library are often directed to all openings for which they meet the minimum qualifications. This helps to keep from losing minority candidates who may only be aware of one opening, but who could also be in consideration for other positions.

A recent incident demonstrates the Library's proactive posture in employing the disabled. A person being considered for a clerical position had a condition which prevented her from accurately representing her keyboard abilities when taking the University-wide typing test on a standard typewriter. Library Personnel challenged the policy of testing on outdated typewriters instead of using computer keyboards. Keyboards are movable, allowing for better performance for some disabled people. The disabled candidate was able to more accurately represent her typing abilities by using the keyboard and was hired. The University agreed to change its mechanism for testing typing proficiency to allow for the use of keyboards. Although this is a small victory, it will have lasting significance for the disabled on the University of Michigan campus.

Workshops on Diversity Issues

The workshop on racism, Overcoming Racism: Exploring the Value of Diversity, continues to be available to all new staff. Designed by Dr. Frances Kendall and first given to all staff in the Spring of 1988, this workshop seeks to empower individuals to develop a sense of personal and collective control over the effects of racism in the working environment and promote diversity as a positive force. Four more sessions of this workshop have now been presented and were attended by 75% of new employees.

The Library recognizes that there is no one "quick fix" to teach staff everything necessary for creating a diverse workplace. Building on the experience and feedback from the first training, several other workshops have been offered. Working with staff, Dr. Kendall developed a workshop entitled Managing a Culturally Diverse Workforce which looks at how biases, perceptions, and expectations about work affect the management of others. The workshop also examines what it means to manage a diverse workplace and identifies work styles and their relationship to culture. This type of in-depth training reinforces the learning that occurred in the earlier workshops while expanding the staff's knowledge of particular skills related to their daily activities.

A three-part workshop on Cross-Cultural Communication began with describing the problems of ethnocentrism and introduced participants to the difficulties of communication across cultures (including elements of American culture which may inhibit communication). Succeeding parts dealt first with the differing styles of communication among American majority and minority populations, then with how American majority values affect communication with minorities and foreigners.

Aside from race and multiculturalism, the Library acknowledged the needs of the disabled by offering special sessions of a university-designed workshop called Stairs and Stares which is intended to increase sensitivity to architectural and attitudinal barriers and responsiveness to disabled persons in the library setting. As more is learned about the benefits of a diverse environment, the need to explore other types of differences, within the campus community and the broader society, is greater. The Library is attempting to incorporate this into its overall philosophy of service.

In addition to system-wide diversity workshops, individual libraries are beginning to create learning opportunities for their staff. Recently, the Graduate Library sponsored a workshop attended by 42 staff members, Cultural Diversity and Internationalism in American Research Libraries. This workshop provided staff with the information on how internationalism effects the daily operations of libraries.

Workshop participants have been asked to evaluate these sessions. This has been helpful, not only for gauging effectiveness, but also for planning future topics and activities. Dr. Frances Kendall's return was well-received by new staff members, according to these evaluations. Although

many participants expressed discomfort in revealing their own stereotyping in one workshop exercise, many others found it very helpful in becoming aware of and dealing with stereotypes. Many were left wanting more time "...so that not only racial diversity could be discussed, but religious, sexual, gender..." The Library is working to meet these needs as well.

To have the concept of diversity truly take hold, the education process must be an ongoing one. Awareness, enlightenment, and the ability to practice what is learned in a safe environment -- supportive of questioning and vulnerability -- must be available to all. This is essential to any diversity effort and most directly confronts both individual and institutional discrimination.

Library Diversity Committee

This year, the Diversity Task Force was made a standing committee in recognition of the continuing contribution it was making to the Library. The Library Diversity Committee's charge is to support the Library's diversity efforts:

* by serving as an advisory group to the Library Administration and a resource for the staff;
* by providing leadership to the staff and the Library's community of users;
* by serving as a model working across racial and cultural lines; and
* by participating actively in the planning for and implementation of diversity activities.

Aside from being racially diverse, the group represents every stratum of the organization. This broad participation of staff working and planning together strengthens the group's effectiveness. The committee has received training in team building and provides extensive orientation to new members to ensure that they understand the purpose and goals of the committee.

The Library Diversity Committee has just completed a set of long-range diversity goals and objectives for the Library. Their goals are:

* to build a collection that reflects a diverse cultural background and that is strong in diverse subject areas,
* to recruit and retain staff who represent diverse backgrounds, cultures, races, and languages in all job families, in all Library units,
* to build an environment conducive to the education, work, and research of a diverse University community,
* to attract graduate and undergraduate students from a wide range of backgrounds to the University of Michigan and to the profession of library and information sciences,
* to provide leadership for the campus community in identifying and addressing issues relating to diversity.

Recent committee activities have included working on an evaluation of the staff's awareness and satisfaction with Library diversity efforts, sponsoring two film series on diversity topics, and establishing a working relationship with the Gay and Lesbian Library Staff group to make the library more welcoming and supportive of lesbians and gay men.

The Committee has formed subcommittees to begin work on a number of diversity concerns. These subcommittees draw from staff volunteers outside the Committee as well as Committee members. Among the areas they cover are mentoring, programming, exhibits, and education/training.

The Committee continues to support the Amity Program which connects new employees with staff volunteers to help ease their way into the professional and social life of the Library and the community.

In addition to working on their various service projects, the Library Diversity Committee meets regularly to discuss diversity issues and give input to Library Administration on these issues. They are the coordinating unit for the wide range of diversity efforts undertaken by the Library.

As an institutionalized group within the Library, the Committee has set an ambitious course for itself to provide leadership in the area of pluralism while creating programs and services which touch both staff and the campus community.

Undergraduate Student Services

Cooperative Efforts
The Undergraduate Library continues to provide a variety of services of special interest to minority students. Cooperation continues with the Comprehensive Studies Program (CSP) which assists many minority students in improving their research skills. This year, CSP tutors are working out of the Academic Resource Center area of the Undergraduate Library.

Ties with the Athletic Department and the Computing Center are maintained through the shared responsibility for the Academic Resource Center which serves to build skills in the use of electronic resources. Collaboration has also continued with the Summer Bridge Program and the Minority Engineering Programs Office, both of which bring minority students to the library for special bibliographic instruction.

Peer Information Counseling
A program of the Undergraduate Library and the oldest library-based service for minorities at Michigan, the Peer Information Counseling Program (PIC) recruits minority students to help undergraduates of all backgrounds use the resources of the library.

PIC counselors provide information assistance by working one-on-one with students wishing to learn to use Michigan's sophisticated on-line catalog or wordprocessing. They also help with basic research and simple reference, assisting with term papers. Training for the ten PIC staff members consists of a rigorous seven-session program followed by bimonthly meetings to develop more in-depth expertise.

Working from the Undergraduate Reference Desk, the PIC counselors spent much of the past eighteen months assisting undergraduates with the more sophisticated databases which have been mounted on MIRLYN, the Library's NOTIS-based on-line catalog. They also help some students overcome their reluctance to use other, more complex libraries on campus by acting as guides to these sometimes intimidating places. PIC counselors report that without this personal assistance, these students would not have accessed these materials on their own.

PIC staff are active in a number of outreach efforts geared to the current or potential minority student. Some recent outreach efforts included:

* participating in Info*Fest (an annual program to inform residence hall students about library services),
* working with the Summer Bridge Program which prepares incoming minority freshman for college life,
* volunteering to participate in a number of activities related to the campus-wide Martin Luther King Day observances,

* meeting with junior high school minority students to serve as role models and impress upon them the importance of information literacy,

* assisting with the Academic Resource Center Open House, and

* working with librarians and the School of Information and Library Studies recruiter to inform minorities about opportunities in the field of librarianship.

PIC students also create diversity-related print materials, including a PIC newsletter, and handouts and bibliographies on subjects of importance in a multicultural environment.

The PIC Program has two major objectives. The obvious one is an innovative way to provide support for undergraduates in the use of the library. Just as important is the other, less tangible, objective to create positive minority role models for all students by exposing them to these well-trained, highly competent peers. There is always a large minority presence in the Undergraduate Library due, in part, to the feeling of safety and acceptance the PIC counselors help to provide.

Additional Undergraduate Diversity Efforts

Aside from the diversity activities described above, the Undergraduate Library has distinguished itself by aggressively promoting diversity on a continual basis. Among the accomplishments is the production of a wide range of publications relating to diversity which assist students with their studies on these topics. These include research guides, lists of significant reference works, a Contemporary Issues series (Discrimination in Education, Aging in Our Society, etc.), bibliographies and bookmarks.

During the past eighteen months, the staff have also mounted 17 different exhibits on multicultural subjects which included coordinated handouts, graphics, and information on associated groups or organizations. Undergraduate Library staff participated in such campus events as the Voices of Women of Color Film Festival, the Martin Luther King Convocation, and the Martin Luther King/Parks/Chavez Scholar Days as well. For them, encouraging diversity is basic to all they do.

The Diversity Librarian

Since August, 1988, the Diversity Librarian has been charged with developing programs to 1) provide assistance to minority graduate students and faculty in their areas of research and teaching; 2) support research and instruction in the areas of gender, race and ethnic studies; 3) support departmental and administrative diversity initiatives; and 4) monitor and coordinate library acquisitions in the areas of gender, race and ethnic studies.

Services to Minority Graduate Students and Faculty

Since her appointment a little less than two years ago, the Diversity Librarian has provided assistance to over 200 minority graduate students and faculty. Services offered include orientation to the Library and allied campus information resources, in-depth research consultations, database searches including monthly current awareness updates, and instruction in the use of computer tools for storing, organizing, formatting and printing bibliographic citations.

The interdisciplinary nature of gender, race, and ethnic studies presents researchers in these areas with special obstacles in identifying and accessing needed library resources. The Diversity Librarian has developed a number of programs intended to ease the search process, extend awareness of relevant resources and increase the efficiency and productivity of campus scholars working in these areas. During the first year of this program, the Diversity Librarian offered two faculty seminars (with a total of twenty-three participants) on strategies for conducting library research on women and minorities; compiled a comprehensive bibliography for U-M Black studies on microfilm; developed research guides for Black studies, women's studies, and gay/lesbian studies; conducted instructional sessions for nine courses; and provided general and in-depth reference service for more than one hundred-fifty students and researchers working on issues of race and gender.

Support for Department and Administrative Diversity Initiatives

The Diversity Librarian also supports administrative units developing diversity-related programs. In her first year, the Diversity Librarian had approximately thirty requests for information from administrative units including Dean's offices in the Schools of Law, Nursing, and Engineering; the Office of the Vice President for Research; the Office of Affirmative Action; the Office for Minority Affairs; the Office of the President; and such campus committees as the Senate Advisory Committee on University Affairs, Academic Affairs, and Minority Affairs. For example, an Associate Dean of a professional school requested a bibliographic search for books and articles on minority recruitment and retention. The request was satisfied and over the course of the year was followed with four subsequent contacts for broader and more in-depth information as the Dean was attempting to develop a comprehensive program of multiculturalism. These ongoing relationships support the flow of information on multiculturalism to key decision makers.

Library Acquisitions

The appointment of a Diversity Librarian has made it possible for the Library to develop more comprehensive resources in the areas of gender, race, and ethnic studies. The Diversity Librarian has identified some historic gaps in the collections and developed a plan for locating and acquiring these materials. She has also been successful in tracking the output of current, non-mainstream sources related to gender, race and ethnic studies.

The Diversity Librarian works with colleagues through planned programs and individual contact to sensitize them to the importance of seeking certain types of material for the collections. Librarians with collection responsibilities in literature, history, the social sciences, humanities, and science have all been made aware of the value and means of acquiring materials of importance to scholars in race and gender studies. A recent review of Graduate Library acquisitions shows that close to one thousand such items were bought last year by sixteen different librarians managing 22 separate book funds. The coordinating and educational role played by the Diversity Librarian is critical for the continued success of the Library's collection development efforts.

In addition to the points discussed above, the Librarian has mounted three displays to call attention to Library resources in gender, race, and ethnic studies. She has also participated in planning campus programs for Martin Luther King Day and is currently serving on several campus committees including the planning group for the Voices of Women of Color art exhibition, the Affirmative Action Resource Center Committee, the Minority Affairs Committee, and the Women's Studies Executive Committee. In each case, the Diversity Librarian contributes not only extensive library resources, but also her personal knowledge and energy.

Programs and Exhibits

Diversity-related programs and exhibits are important for introducing new information in an enjoyable, non-threatening way. They provide visual evidence that many cultures and philosophies are welcome in the library. Over the past year and one-half, the University Library:

* sponsored two film festivals which included notable films on a number of racial and ethnic groups, as well as gays and lesbians. These series were supported by reading lists and discussion sessions held after the films.

* held, in conjunction with the School of Information and Library Studies, Martin Luther King Day programs in January of 1989 and 1990. The 1989 program featured renowned poet Gwendolyn Brooks who spoke about her experiences as a Black writer and read from her works. The 1990 program was a panel of Black writers and publishers who recounted their efforts to gain exposure in the predominantly white publishing industry. For each program, a resource list of appropriate information was developed by library staff. These programs have been very successful, attracting large audiences of students and faculty eager to learn more about the Black literary experience.

* co-sponsored the Voices of Women of Color, a major campus-wide art exhibit which featured art by Black and Latin-American women.

* featured a large variety of exhibits in the units. Some of these displays celebrated minority culture as did The Rulers of Africa exhibit in the Serials Division, Paintings and Sculptures by African American Artists in the Art and Architecture Library, People of Color in the History of Art in the Fine Arts Library, and Diversity Through Literature in the Graduate Library. Others celebrated well known Blacks like the Natural Science Library's display on Martin Luther King. The Rare Books and Special Collections Library has mounted two exhibits -- African Americans in American Culture, and The Civil Rights Movement -- using original copies of rare materials housed in that library.

  Among some of the professional libraries, attention is given to minority professionals. For example, Taubman Medical Library mounted exhibits on The History of African American Women in Nursing and on the research interests of minority faculty at the University of Michigan Medical School and Hospital. The Engineering Library focused on displays of minority engineers as just one part of their ongoing cooperation with the Minority Engineering Program Office. The Music Library featured two displays devoted to African American musicians.

These are just a few examples of the continuing staff efforts to integrate diversity into the Library.

Projects in Progress

The University of Michigan Library is making good progress toward its diversity goals, but there is still a long way to go. Staff continues to create new opportunities to expand the multicultural environment. Among the projects ready for implementation in 1990-91 are:

* The Joint Education Proposal which will establish an active collaboration between the University Library and the School of Information and Library Studies for several exciting ventures. Among the most important is the development of a course, Sources and Methods for the Study of American Diversity, which will cover how information is shared within different cultural groups, and how society's dominant culture influences the intellectual and practical accessibility of information. Course faculty will be drawn from SILS faculty and University Library staff with specific expertise in and commitment to these issues.

* The Training Intern Program (TIP) will assist four minority candidates for clerical positions to learn the specialized skills needed for library work while they hone their clerical skills. The intent is to make them more competitive in clerical applicant pools which frequently have persons with library experience as well as the minimum job qualifications.

* A new workshop for staff on homophobia is being planned by Library Personnel and members of the University's Gay and Lesbian group.

* The problem of retention and promotion of minority librarians will be studied. It is not enough to recruit them if the professional and social environment of the organization does not encourage them to stay. Larger settings, such as the University of Michigan Library run the risk of becoming training libraries for a few select minority librarians, hired in the lower ranks, who then are forced to leave to get a promotion.

* The PIC Program is negotiating a renovation of the Academic Resource Center, in conjunction with the Computing Center and the Athletic Department, to significantly upgrade the quality of the computing equipment primarily used by minority students and athletes. PIC counselors will also begin tutoring 100 athletes in the use of Macintosh and Zenith microcomputers.

* As another symbol of the institutionalization of diversity within the Library each public services unit has incorporated individual diversity goals and objectives into its 1990-91 service plans.

Conclusion

Becoming a multicultural organization and overcoming the many faces of discrimination is a formidable endeavor. The Library has all the problems, concerns, and opportunities of any organization striving to achieve diversity. Moving ahead requires constant awareness of the issues and the willingness to retrace previous steps, taken along the way, as many times as necessary. Maintaining momentum may be even more difficult than initiating action. This process may eventually become more routine, but it will probably never be easy.

Progress can be made, but retrenchment is always a possibility unless new values can be inculcated into every part of the organization. This is just one of many lessons Library staff have learned since they began the long road to the multicultural organization five years ago. They have also learned that there is no one workshop, policy or other single remedy that creates the desired result. The myriad issues and feelings embodied in the term "diversity" can only be addressed adequately through a variety of means.

The Jackson and Holvino model of the Multicultural Organization demonstrates the complexity of a pluralistic workplace. On their continuum, the University of Michigan Library is now beyond the Affirmative Action Organization and is beginning to show some signs of the Redefining Organization. Diversity is starting to mean that the organization is willing to at least explore participation and empowerment of all its members. The level of effort necessary to go from expressing a commitment to actualizing it is the difference between hearing a symphony and writing one. The Library accepts this challenge and will continue to work toward this goal.

Increasingly, the University Library is not just leading its own effort, but becoming a source of encouragement for others. Units on campus and other libraries across the country have seen the first Point of Intersection report and have sought further advice from Michigan Library staff. With leadership comes responsibility, and staff make sharing their experience with the field -- both the triumphs and the setbacks -- a high priority.

The University of Michigan Library supports diversity as a direct benefit to all members of the campus community. Those who broaden their perspectives to encompass other parts of humanity are as enriched as those who have had their opportunities expanded. The goal is to help institutionalize not just the multicultural organization, but the multicultural society. The University Library remains committed to this mission.

Michigan State University

LIBRARY PLANNING PROGRAM REPORT

January 1990

ACTION PLAN

The MSU IDEA Library Program Committees and Task Forces in the course of their work generated sixty-four recommendations concomitant with diversity and pluralism themes. Theses recommendations form the basis for our Action Plan. For ease of tracking and to provide a summary context, the recommendations have been grouped into the following seven categories:

I MISSION, GOALS AND OBJECTIVES
II ORGANIZATION AND MANAGEMENT CLIMATE
III PERSONNEL AND STAFFING
IV STAFF DEVELOPMENT
V OUTREACH PROGRAMS AND SERVICES
VI HANDICAPPERS
VII COLLECTIONS AND RESOURCES

THE MSU IDEA LIBRARY COMMITTEE,

LIBRARY PROFILE AND CLIMATE REVIEW

TASK FORCE: FINAL REPORT

Committee Members:

Rita Echt, Quintella Jackson,
Nancy Lucas, Annie Pitts (Chair),
Yolanda Rosales, Anne Tracey, Don Uhl

November 1989

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I. INTRODUCTION

The charge for this task force was to conduct a profile review as described in the MSU IDEA and to develop recommendations for establishing priorities and strategies for improving minority representation. We were also asked to describe the climate towards diversity within the library and to develop recommendations on strategies to improve the climate.

On page 41 of the Resource Handbook for the MSU Idea, climate is defined thusly:
"The climate of a college, a department, a school is the combination of many subtle and not so subtle attitudes and behaviors that contribute to the day-to-day learning and working environment. A first step in dealing with climate is recognizing that it is an issue in the academic affairs area and at the college and department/school level as much as it is an issue for dormitory managers, the campus police, and student affairs officers.

College and department/school ceremonies and traditions; the sorts of special events it sponsors; the co-curricular activities it encourages or does not encourage; its social and professional networks; its attitude toward bias incidents and the extent to which it clarifies means by which redress may be sought; its faculty's, administrators' and staff' attitudes toward women, minorities, and handicappers; the extent to which it fosters underrepresented group membership in governance; the degree to which it fosters open discussions of attitudes and climate, and the tone and content of its publications are all issues that contribute to the hospitable or inhospitable quality of a college climate for women, handicappers, and members of minority groups".

Due to the abstract nature of the issue at hand, the task of addressing the academic climate in terms of multicultural awareness in the MSU Libraries is indeed a difficult one. As we began to investigate our charge, it became immediately apparent that staff time and involvement beyond our task force would be vital and absolutely necessary. The Mission, Goals and Objectives Statement of the MSU Libraries speaks to the issue of diversity and pluralism only in the broadest possible sense.

Methodology and recommendations of this task force were guided by basic committee working assumptions, as outlined in Appendix A. Our recommendations were greatly influenced by a combination of readings, consultations, statistical findings, and most importantly, committee and staff input.

II. METHODOLOGY

A. Readings

To begin our charge, the committee decided that it was important to educate ourselves. We felt it was necessary to:

1. Provide a common ground for all committee members from which to work. The first step was to define and discuss the terminology of pluralism and diversity.

2. Provide an historical sketch of developments over time that have affected the library and university on these issues.

3. Provide current awareness. We reviewed hostile and favorable views locally and nationally as to issues of diversity in academic communities and at Michigan State University.

In order to accomplish these tasks, the committee members read a wealth of materials. A folder of historical articles relating to diversity and pluralism in the library and on campus was compiled and routed to all members. Another folder was created to contain current articles of importance. This was also routed to members and was updated twice each week. Any committee member was encouraged to add to the folder. Many discussions centered around these readings. We felt this educational process was crucial to our committee work and that it should be an ongoing process. For a list of readings, please consult the bibliography.

B. Resources

The following persons or resources were contacted or consulted during our deliberations:

1. Marcia Boyles, President, Educational Consultant Services (ESC), Alexandria, VA. (See Appendix D.)

2. Silvia Castillo, University Committee on Minority Issues, Offices of the President and Provost, Stanford University. (See Appendix G.)

3. Charles Rettke, Business Manager, MSU Libraries. (See Appendix B.)

4. Yolanda T. Moses, Black Women in Academe: Issues and Strategies.

5. Debra Stansbury, Diversity Librarian, University of Michigan. (See Appendix A.)

6. Andre Strong, Director of Special Programs, University of Michigan.

7. MSU IDEA, Dr. Robert Banks and Dr. Nancy Pogel, MSU.

8. Profile of Library Employees, MSU Libraries.

9. Point of Intersection: The University Library and the Pluralistic Campus Community. University of Michigan Library, 1988.

C. INPUT

Several steps were undertaken to obtain input from staff and students employed in the MSU Libraries. We needed to seek, discuss, and analyze perceptioms and observations from employees in order to make recommendations that would adequately reflect the needs of our staff. The steps taken were:

1. Informal discussion of climate issues with staff and students was conducted by the committee members within their units.

2. A profile of minorities and underrepresented groups was requested from the front office. The committee wanted a breakdown by department and unit as well as by academic staff and non-academic staff.

3. A Staff Information Bulletin was distributed to all library staff and student workers requesting input that would be used for fostering "open discussion of attitudes and climate." (MSU IDEA, p. 41.)

III. SYNOPSIS OF FINDINGS

A. READINGS

The recurrent themes apparent throughout the readings are that there is a need for education, consciousness raising and attention to human values. The prevailing attitude regarding diversity and pluralism is that we cannot afford to fail. It is true that important strides have been made along these lines. However, the literature indicates that despite what may have been our best efforts, we have fallen short and in many instances have failed completely.

In the 1970's, Dr. Clifton R. Wharton, Jr., President of Michigan State University, delivered a series of speeches outlining his idea of a "pluralistic university." These addresses capture the essence of the readings explored by the committee. He first presented his idea in a speech to the Economic Club of Detroit. He extended the idea further in subsequent addresses that include his concern for human values and the university's quest for a social role. He stated that we must act to meet the problems of a changing society or be overwhelmed by these problems. His recommendation was for us to face reality and the future, to meet human needs, and to be PROACTIVE in our approach, not just merely reactive. Other readings reflect the same thoughts except that it is no longer 1970, and the future is now. We must help to shape events rather than just react to crisis.

Dr. Wharton sought to establish what he called a "human value system." This concept is also mentioned in the readings from other sources. This is a system which recognizes the worth of each individual, fostering human unity while sustaining diversity. What he said then is being reiterated today: "There must be drastic changes in current attitudes and practice and these changes must occur in order to produce a "pluralistic university." (See appendix for full text).

The Women's Steering Committee Report to the President of Michigan State University, in June 1972, reached many of the same conclusions as Dr. Wharton regarding women and minorities. Inequalities needed to be addressed by changing traditional structures and providing for education and consciousness raising for the entire institution. They, too, refer to a PROACTIVE concept which implies initiating aggressive, vigorous, and systematic activities to achieve equality for all individuals. This concept, they stated, adds cultural richness to an institution and enhances its vitality and excellence; these efforts encourage greater pluralism. (See appendix for full report.)

Readings which included studies from other universities, i.e. Stanford and Michigan, and articles such as those appearing in Academe focus on similar themes. The presence of role models and mentoring increases retention and development of people from underrepresented groups, according to these reports.

The declining percentage of African-American faculty and the lack of significant increases among Hispanics and other disadvantaged groups suggest that the campus climate has not been conducive to either recruiting or retaining minorities (Academe Sept-Oct, 1989, p. 64). Very similar percentages are true for the student population as well. The literature indicates that minority high school graduation rates have improved, and that we cannot attribute shortages of minority candidates solely to failures in precollegiate education. If the goal is to assure success, there must be serious efforts at outreach. We must seek out individuals even if it means rethinking traditional procedures and redesigning organizational structures. The readings emphasize that we need to achieve a new spirit of welcome and collegiality that produces improved representation through a commitment to the institutional benefits of diversity within our university community. Academe cannot continue to represent a culture that rejects minorities as legitimate participants in the life of the university.

The Women's Steering Committee Report states that the responsibility for recruitment, retention and development of personnel is fundamentally influenced by the attitudes and values of the people in the institution. We will gain the trust and confidence in institutions of higher learning when we demonstrate commitment and carry out a positive plan of action for pluralism. As educators in institutions of higher learning, our goal should be to inspire the students, faculty, and staff in their search for excellence in education.

III. SYNOPSIS OF FINDINGS

B. RESOURCES

1. Boyles, President, Educational Consultant Services, Alexandria, Virginia.

   Educational Consultant Services conducts equity assessment studies of campus climate for women and/or minorities at colleges and universities across the country. As defined by Ms. Boyles, the goals of these studies help identify where inequities exist, or are perceived to exist, within institutions and to make recommendations to help rectify situations. Copies of descriptive information about the studies, a list of clients, associates, and references were sent for our examination.

2. Castillo, University Committee on Minority Issues, Stanford University.

   The report submitted by this committee was entitled "Building a Multiracial, Multicultural University Community". It details the methods for fact finding such as questionnaires, personal interviews, group meetings, and data gathered from the university archives and data files. It stresses that racial issues have been ignored and not given priority, and that universities need to make new commitments in this area. The areas outlined in this report include undergraduates and their curriculum, graduate students and programs, student life, faculty, and staff. Each area gives background information and facts followed by major findings and recommendations for ongoing work.

3. Charles Rettke, Business Manager, MSU Libraries.

4. Moses, Black Women in Academe: Issues and Strategies. Project on the Status and Education of Women. Association of American Colleges, August, 1989.

   Black Women in Academe explores the "climate for Black women students, faculty members, and administrators in both predominantly white colleges and universities as well as historically Black colleges and universities". The approach of the Project Report was to examine issues in academics such as classroom dynamics and professional climate, etc. These were researched, discussed and followed by recommendations and resources to help colleges and universities become more aware and supportive of the issues that were identified.

5. Stansbury, Diversity Librarian, The University of Michigan.

   According to discussion with Ms. Stansbury, people at the University of Michigan Library felt their top priority was a commitment from the library and university administration to the project. When this commitment was demonstrated, people were willing to participate and cooperate as they had not done before.

The library is one of the focal points on their campus and they felt their staff could greatly aid in the promotion of pluralism and diversity. Through their commitment, a Diversity Task Force was created to study needs, issues, and programs. They meet on a weekly basis. Since the topic of diversity can be an emotional issue, many programs were established as open forums for discussion, work sheets for individual reactions were created, and follow up was deemed essential.

6. Strong, Director of Special Programs, The University of Michigan.

7. MSU IDEA, Dr. Robert Banks and Dr. Nancy Pogel, MSU.

   Meeting with Dr. Banks and Dr. Pogel gave the committee a sense of campus commitment to this project. The ideas given in the resource materials distributed at this meeting also helped our committee outline its planning program. The Resource Handbook provided suggestions for possible programs, ideas, and resource people to contact. This meeting also brought to the committee members an awareness of the happenings and programs occurring on campus.

8. Profile of Library Employees, MSU Libraries.

   The front office provided profiles of academic and non-academic staff by department and unit. These profiles provided the committee with insight as to the representation of minorities and underrepresented groups within the libraries. Findings indicate that there are several areas within the libraries which do not have minority representation. The report of this committee will reflect that there are no minorities on the non-academic staff in branch libraries, no minority non-academic staff in Access Services, and there are minority students in the Business, Conrad, Engineering, Clinical Center, UPLA, and Physics library branches only. (Spring, 1989 Student Census)

9. Point of Intersection: The University Library and the Pluralistic Campus Community. University of Michigan Library, 1988.

   This report outlines positive steps the Library is taking in the areas of diversity and pluralism. Major accomplishments gleaned from this report are:

   a. Commitment by the library to make diversity and pluralism a priority.

   b. Creation of a position of Diversity Librarian for promoting diversity and pluralism within the library and on campus.

   c. Creation of a Diversity Task Force to assess needs, develop and implement programs, and address issues.

The report also addresses issues of hiring, retention, promotion, collection development, library programs that promote diversity and pluralism, staff relations and development, and a conclusion which relates their ongoing plan of action.

C. STAFF INPUT

RESULTS OF SIB NO. 44 NOVEMBER 1, 1989 ARE AS FOLLOWS:
(Language reflects original statements)

1. Staff and Patrons:

   a. Insensitivity on the part of staff toward underrepresented groups including handicappers and international students.
   b. Preferential treatment given to users with higher status. (e.g. faculty.)
   c. Lack of patience toward users with limited library experience.

2. Staff and Student Employees:

   a. Insensitivity and inflexibility shown toward student employees by supervisors regarding work hours and responsibilities.
   b. Full-time staff sometimes unfriendly and uncooperative.

3. Academic Staff and Non-Academic Staff:

   a. Supervisors lack management skills.
   b. Supervisors need training and development.
   c. Favoritism shown by supervisors.
   d. Lack of communication between these groups.
   e. Lack of teamwork within units.

4. Management Ethics:

   a. Lack of trust and confidence in management.
   b. Confidentiality not practiced.
   c. Favoritism demonstrated; the same few people are appointed to committees.
   d. Minorities overlooked when promotional opportunities arise.
   e. Minorities labelled as troublemakers when they speak out against a question or action.
   f. Lack of understanding and support from administrative staff.

5. Library Administrative Staff:

   a. Dissatisfaction with present staff evaluation processes (academic and non-academic)
   b. Library needs a Personnel Officer.
   c. Many working conditions and areas stressful. Morale and health are affected.
   d. Concerns for machines come before concerns about staff.
   e. Equitable merit increases should be studied.
   f. Lack of communication.
   g. Decision & policy making committees not represented by all levels of staff.

6. Miscellaneous Observations:

   a. Minorities display racism as well as majorities.
   b. Staff development needed for all employees.
   c. Promotion of professional and personal growth lacking.
   d. Physical climate in many areas unhealthy.
   e. Caste/class situation between CTs, APs, and Librarians.
   f. No racial or sexual prejudice perceived. (no problems perceived)
   g. Racial and sexual prejudice and homophobia are perceived. (problems <u>are</u> perceived)
   h. Equitable treatment of staff & students workers. (no problems perceived.)

IV. RECOMMENDATIONS

A. THE FOLLOWING RECOMMENDATIONS ARE INTERRELATED AND OF EQUAL VALUE.

1. We recommend that a position be established for a Human Resources Director, reporting to the Director of Libraries, responsible for personnel matters, with special expertise in areas of diversity and affirmative action issues. This position is not a diversity librarian, but should include the responsibility for monitoring and taking effective action in these areas, as well as assuming a leadership role in staff development programs. This office could set up on-the-job training and skills enhancement programs for entry-level positions, with special attention given to the needs of minorities and handicappers. Time line: Within the 1990 calendar year.

2. The committee perceives that there is a need to test and assess the library climate as it pertains to affirmative action and diversity/pluralism. We recommend that an outside consulting service with expertise in institutional climate study be retained and the findings addressed and implemented. Time line: Within the 1990 calendar year.

3. A Task Force should be created to continue the efforts of the Climate Review Committee and to execute recommendations included in this report, beginning with the climate study. The Task Force should eventually function under the direction of the Human Resources Director. Time line: Immediately.

B. ADDITIONAL RECOMMENDATIONS TO FOSTER DIVERSITY AND PLURALISM

1. Make administrators and staff aware that the MSU IDEA is a high priority program.

2. Develop discussion groups within the library to include branches. These groups should meet periodically to discuss pluralism and diversity and to develop some new programs to foster them.

3. Provide seminars and career counseling for librarians and support staff in an effort to bring more minority group members into leadership positions.

4. Establish internships and other training programs designed to increase the number of underrepresented groups.

5. Schedule in-house workshops for librarian and CT supervisors on supervision strategies and skills especially related to diversity and affirmative action.

6. Arrange visits of new employees to all of the Library's units to foster better communication.

7. Provide awards and recognition for staff who make contributions to diversity and pluralism.

8. Use outside consultants, the Dept. of Human Relations, and other campus resources to provide programs and workshops in fostering diversity and pluralism. (To be held away from the library.)

9. Have minority representation on search committees, the RECAP, DACs and the LAC.

10. Have a special representative to the Dept. of Human Relations to facilitate communications.

11. Include more support staff in library planning. Also include one or more representatives from the support staff on the LAC and other library groups.

12. Establish excellent on-the-job training programs for entry level positions with special attention to minorities.

13. Provide travel money to colleges where experiments are taking place. (Michigan, Ohio State, Wisconsin, etc.). Contact other universities that are concerned with minority issues for innovative ideas.)

14. Write a statement of commitment with input from staff and administration regarding Diversity and library services.

15. Encourage formal and informal mentoring relationships where seasoned librarians take special responsibility for helping new librarians and support staff.

16. Make efforts to hire minority students in all units.

17. Examine the evaluation and compensation processes with special attention to underrepresented groups.

18. Examine issues raised in the Staff Input section of this report with regard to evaluation and compensation processes of C/Ts. (i.e. merit raises).

19. Include handicapper count in future statistical reports and analyses.

20. Examine library documents which refer to racial/ethnic identity and conform to the language used by the university.

21. Create a staff newsletter to serve as a vehicle for staff communication.

22. Designate a bulletin board in a centrally located area for user comments/concerns regarding diversity and pluralism.

23. Provide a mechanism for "evaluating upward". This will assist in improving the overall library climate.
Time line: To be determined once the recommendations in Section A. are in place.

V. CONCLUSION

To sufficiently examine our microcosm, the MSU Libraries, we must first look at wnat is happening within the university community and within society regarding diversity and pluralism. In his address to the 1989 graduating class, William Gerberding, President of the University of Washington, labeled the growing curriculum reform movement as an "educational fad" that is purposed to contribute to the fight against racism. Assuming that he is not alone in this viewpoint, a metapnor can be drawn from the world of commerce and advertising. The MSU IDEA, and a necessary improvement in the climate of the Libraries, must be seen as products that we have to market. If we want to sell these products, constituents must feel a need for them. Therefore, the educational and consciousness-raising efforts of the future must answer the following questions: What is the MSU IDEA? Why do we need it? What can it do for us? Educator Johnnetta Cole, President of Spellman College, echoes the views of President Wharton, mentioned earlier in this report. They both contend that excellence in education requires that diversity be present in curriculum, faculty, administrators, and students, and that diversity in education be strengthened by including representatives of all ethnic communities. In an address to the council for Advancement and Support of Education, (Peoples Daily World, September, 1989, p. 6), Dr.Cole stated that "Either we learn to deal with diversity among us, or we will be unified in our destruction."

As our readings cautioned time and time again, we cannot afford to fail. The future survival and success of our library and our university depend on the fostering of diversity and pluralism within our institution.

It is the hope of this committee that, by drawing as many members of the staff as possible into the process of formulating and executing a commitment to the desired goal (success of the MSU IDEA), understanding and enthusiasm for diversity and pluralism will take root and continue to grow throughout the MSU Libraries.

VI. BIBLIOGRAPHY

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(1) African Americans [1968?]-1989; (2) Diversity Issues; (3) Handicappers [1976?]-1989; (4) Hispanic Americans 1971-1989; (5) Jewish Students; (6) Michigan State University [1976?]-1989; (7) Native Americans 1971-1989; (8) Racism, Sexism, & Homophobia; (9) Women 1979-1989.

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8. The University of Michigan Library. Point of Intersection: The University Library and the Pluralistic Campus Community. Ann Arbor, November, 1988.

VII. APPENDICES

Appendix A.
MSU IDEA, Library Profile and Climate Review Committee, Fall, 1989. Documentation of Committee Action.

Appendix B.
Ideas, examples, etc. for workshps, films, consultants, relating to diversity and pluralism.

Appendix C.
Selected articles.

Appendix D.
Campus Equity Climate Assessment Studies, Educational Consultant Services, November, 1989.

Appendix E.
Black Women in Academe: Issues and Strategies, August, 1989.

Appendix F.
Point of Intersection, University of Michigan Library, November, 1988.

Appendix G.
Stanford University, Final Report of the University Committee on Minority Issues, March, 1989.

Appendix H.
History and Current Topics File, MSU IDEA, Library Profile and Climate Review Committee, Fall, 1989.

MSU IDEA

PROGRAM PLANNING COMMITTEE REPORT

Committee Members:

Anita Durant, Jannette Fiore (Chairperson)
Dorothy Frye, Lori Goetsch, Dorothy Manderscheid
Laurel Minott, Monica Ollendorff, Diana Rivera

November 1989

MSU IDEA
Program Planning Committee Report

INTRODUCTION:

The MSU IDEA Program Planning Committee was charged to review current library programs relating to diversity and to develop recommendations on how the Libraries can respond more effectively to diversity initiatives within the University.

Libraries, and academic libraries in particular, have a central role to play both in meeting the information needs of the increasingly diverse community we serve and in guaranteeing, by the ways in which we build our collections and provide access to them, that the diverse voices of our society are heard. The MSU Libraries, and the University Archives and Historical Collections, have a long record of activity in building collections which meet the needs of the University and its many constituencies and in providing a strong program of public services to facilitate access to these resources. The MSU IDEA offers both the challenge and the opportunity to build on this record: to reexamine, in the context of an increasingly pluralistic university and society, what we do and how we do it, and to undertake new activities and foster new skills to meet the needs of a changing society. To the degree that we seize this opportunity, our staff will be stronger, our collections richer, and our services better.

In beginning the process of meeting this challenge, the MSU Idea Program Planning Committee reviewed current programs and services of the MSU Libraries as they relate to the goal of diversity. For the purpose of gathering information and drafting preliminary recommendations, the Task Force divided into three subcommittees, addressing public services, handicapper access and library resources.

SUBCOMMITTEE ACTIVITY:

Public Services Subcommittee. (Goetsch, Minott, Rivera) The Public Services Subcommittee examined the Libraries' general user education programs (e.g., tours, orientations, classroom instruction), database searching services, and reference desk service. The Subcommittee reviewed the Report of Special Affirmative Action Activities that is submitted annually to the Department of Human Relations. The content of these reports is indicative of the types of outreach and user education activities in which librarians have been involved (See appendix). In reviewing current and past library instruction practices, the subcommittee identified a number of activities that demonstrated a commitment to diversity.

What the library needs, however, is a more coordinated means of anticipating these activities than has existed up to this point. Public services, including user education responsibilities, are departmentalized. Information/Reference, Social Sciences/Humanities Reference, and Science Reference each have a person responsible for coordinating requests for library tours and classroom library instruction. Primarily as a consequence of shortage of professional staff, there is not a consistent effort to coordinate these activities across units. Instead, the Libraries' are placed in the position of reacting to, rather than anticipating, opportunities for outreach and user education for library users in general or for diverse populations in particular.

At present, there are two ways in which outreach and user education are accomplished. One is through curriculum-based activities tied to a specific job assignment, such as faculty seminars, class tours, and preparation of subject bibliographies for instructional use; the other is through the work of an interested librarian who is contacted independently of his or her direct job responsibilities and asked to represent the library by speaking to a class or participating in an orientation. In the context of promoting diversity, examples of the first type of activity are activities of the women's studies bibliographer in providing classroom instruction for ATL 183 (Women in America) each spring term, teaching WS300 (Bibliographic Methods in Women's Studies Research), and in developing reading lists for publication in Re-Visions, the quarterly publication of MSU's Women's Studies Program. The second type of outreach is exemplified by the recent participation by a number of minority librarians at orientations sponsored by the Office of the Vice-President for Student Affairs. These activities should continue and new programs should be developed, all in a more coordinated fashion.

The process of evaluating and making recommendations on reference desk service and database searching has been complex. While these functions have been studied before by the Public Services Study and the Database Task Force, the subcommittee felt it was important to discuss these services in terms of diversity. In our complex environment, users may experience varying levels of service, both in terms of quality and quantity. Staff development programs are needed to insure that, within the limits of time and resources, library patrons receive consistent treatment which is not influenced by personal reactions to age, race, gender, or physical ability. In addition, librarians' skills in accessing information on diverse populations through traditional reference sources and through electronic formats can be enhanced through staff training programs.

Handicapper Access Subcommittee.(Frye, Manderscheid, Ollendorff) The Handicapper Access Subcommittee investigated the current status of access for handicappers to the library, its services, and its collections. Productive

and educational meetings were held with the Office of Programs for Handicapper Students (OPHS), including its director, Judy Gentile, and Specialists J.J. Jackson and Michael Gambotto. In addition, the committee consulted a variety of published sources on library services for the handicapped, in order to evaluate better those services available in the MSU Libraries.

Currently, the library needs of handicappers are addressed by both the Libraries and OPHS, often independently of one another. Library provided services include informational material, specialized reference assistance and special borrowing privileges. The OPHS Office of Alternative Reading and Transportation Services (ARTS), located on the fourth floor of the main library, provides a number of valuable library-related services for handicappers. These services, which include provision of and assistance in using specialized equipment for the hearing and sight impaired, would be difficult and impractical for library staff to undertake. However, it is important that the Libraries keep abreast of new trends and technologies which would enhance its ability to assist handicappers in their use of library materials.

The greatest need in the area of handicapper access at this time is improved education and communication between the Libraries' staff and the OPHS/ARTS office, since the services they provide are often interactive. While some additions can be made in the area of equipment and services, enhancement of the cooperative relationship between the Libraries and ARTS will increase access to the services that each offers to handicappers.

Resources Subcommittee. (Durant, Fiore) The Resources Subcommittee examined issues relating to collection development and visibility of resources. In addition, the subcommittee reviewed Libraries and department goals and objectives and the Libraries' mission statement, initiated a survey of peer institutions to identify diversity-focused staff positions, and considered wider staffing requirements for a strengthened commitment to diversity. We were assisted in our work by Peter Berg, Special Collections Librarian.

Collection development in the MSU Libraries evolves continually to respond to changing University programs and priorities. Subject specialists monitor approval plans and select a wide range of additional material to build the Libraries' collections. There are designated selectors for ethnic studies and women's studies and separate funds allocated for these areas. In addition, selectors in many disciplines regularly purchase materials which support diversity using many different funds. The liaison work of individual subject specialists with the University community promotes awareness and use of the libraries' resources, and regular exhibits throughout the Libraries draw attention to a wide range of library materials.

Collection development in the University Archives and Historical Collections supports the University mission of teaching, research and public service. Successful efforts have been made to attract donations related to diversity, such as the American Agri-Women Records and the Voice of American Homemakers Collection, but the Archives receives no funding for purchasing collections and must depend on donations of historical collections, and on diversity-related records which may be transferred by the departments on campus.

The building of collections which support the University's commitment to diversity can be enhanced by documentation of activities relating to diversity in planning, goal setting and evaluation, by bringing onto the Libraries' staff skilled individuals from underrepresented groups, and by increasing the skills of Libraries' staff. Activities to promote awareness and use of collections can be strengthened.

SUMMARY OF RECOMMENDATIONS:

The MSU IDEA Program Planning Committee has identified as goals (1) development of new, focused programs directed toward minority and other underrepresented groups, (2) significantly improved coordination of diversity related programs, (3) strengthened awareness of the implications of a commitment to greater diversity for all aspects of the Libraries' programs and services, through a comprehensive program of staff training and development, and (4) better communication regarding diversity related programs and initiatives, both within the Libraries and between the Libraries and the University community. To address these priorities, a series of recommendations has been developed, addressing goals and objectives, staffing, staff development, user education and outreach, physical access and collection development. Some recommendations involve creating new programs and services or expanding those already in place. Others can be implemented in the short term with existing resources.

The Committee has identified creation of a new staff position (Assistant to the Director for Diversity Programs and Services), and full funding of the existing position of Development Officer, as essential to the full implementation of these recommendations, and supports the recommendation of the MSU IDEA Climate Committee for a third position, a human resources officer. In addition, when the development of new programs on campus, such as the recently established Julian Samora Institute, generates a need for significant additional library services, University funding should be forthcoming to support these.

By the very nature of our professions, librarians and archivists are committed to the goals of the M.S.U. IDEA. Even so, the climate of chronic understaffing and severely

strained budgets in which we work may hinder broad participation in achieving these goals. The Committee emphasizes, in the strongest possible terms, that added staffing and funding are crucial, if the Libraries' staff is to bring to this process the widespread acceptance, energy and enthusiasm which are essential to successful participation by the Libraries in the M.S.U. IDEA.

RECOMMENDATIONS:

GENERAL:

1. Revise the mission statement, goals and objectives of the University Libraries and the goals and objectives of individuals, units and departments, as needed to reflect an active commitment to the University's impetus in the area of diversity.

Rationale: All aspects of the Libraries' work, including collection development, public service and technical processing, affect the degree to which we provide and make accessible diversity in our resources and to which we ably serve our diverse constituency. Inclusion of appropriate activities in yearly planning documents at all levels is essential to success in meeting this challenge.

Timetable: Year one: Revision should begin with the spring 1990 planning cycle and continue thereafter.

STAFFING:

2. Establish a newly created position of Assistant to the Director for Diversity Programs and Services, at a senior level with responsibilities including (but not limited to): serving as principal liaison on diversity initiatives between the University Community and the Libraries; coordinating outreach activities; developing diversity related programs and services within the Libraries, including implementation of MSU IDEA recommendations; advising the Libraries' development and personnel officers on diversity related issues and activities; and initiating contacts with other libraries for the purpose of shared program and resource development.

Rationale: If diversity initiatives are to receive coherent emphasis throughout the Libraries, there needs to be coordination and oversight across department lines and at the Senior Administrative Group level.

Timetable: Year one: Fund position beginning July, 1990; develop job description and initiate search in winter term, 1990.

3. Fund a full-time Development/Grants Officer to lead and coordinate the procurement of grants, endowments and other outside monies for funding of specific library projects, including diversity related workshops, cultural events, acquisition of resources, and internship programs.

Rationale: At current funding levels, the University Libraries are unable to fully support the necessary library programs to insure services and collections that reflect an active, open and diverse University and academic community.

Timetable: Position is currently funded at 1/2 time, fund at 3/4 for 1991/92 and at full-time for 1992/93.

4. Submit regular proposals requesting monies from the King/Chavez/ Parks Fund for a librarian-in-residence or library scholar-in-residence for a period of six months or a year. In the short run, matching funds for this program might come from open staff positions, etc.; for the long run, an endowment should be sought to support the Libraries' contribution.

Rationale: The Libraries will benefit from the presence on the staff of members of underrepresented groups who are highly skilled in areas of librarianship and who can contribute both their services and their presence as mentors and role models. It is suggested that the librarian(s) selected show proficiency in areas that are not necessarily tied to race, gender, ethnicity, or handicapped condition, but reflect all areas in which the Libraries hire professional staff.

Timetable: Year one: Identify a suitable candidate and develop proposal for funding for 1991/92 academic year.

5. Appoint a task force to explore innovative approaches to an internship program, supported by grants or endowments, to enable members of groups underrepresented in the library profession to attend library school while working in the MSU Libraries. An internship program should include tuition support for study at Wayne State University or at the University of Michigan.

Rationale: Both the MSU Libraries and the library profession will be strengthened by a program that enables members of underrepresented groups to become librarians through practical on-the-job experience and study at one of the state library schools.

Timetable: Year two: Develop proposal and initiate search for funding.

STAFF DEVELOPMENT:

6. Sponsor a series of workshops, conducted by outside facilitators, that focus on the responsibilities of library staff in implementing and promoting diversity within the Libraries. These workshops should address functions and activities of collection development, technical services, public services and other library programs and services. Follow up on these activities with an ongoing program of staff development activities. Examples of topics include:

a. Workshop on incorporating diversity themes in classroom library user education.

b. Workshop on curriculum development, teaching techniques and learning styles in a diverse environment.

c. Group analysis of existing handouts for topics covered, gender-free language, audience, quality, and access to less accessible materials (vertical files, collections outside of Main Library).

d. Workshop to familiarize reference staff with printed and online sources that reflect diversity themes.

e. Workshop on appropriate use of Library of Congress Subject Headings related to diversity.

f. Workshop on bias free communication.

g. Workshops by selectors on incorporating diversity into collection development activity.

h. Encourage public services staff to learn some basic American Sign Language.

i. Regular training program for public services staff (including student desk personnel) and other interested Libraries' staff, on working with handicappers. This program should address issues including attitudes toward the handicapped and information about services available in the Libraries and in the OPHS/ARTS office.

j. Orientation to familiarize public services staff and others with diversity related resources and with policies and procedures of the University Archives, to facilitate more effective referrals.

Rationale: Effective change is the goal of the MSU IDEA. Beginning with an awareness of the diverse populations with whom the staff interacts daily, workshops would focus on how libraries can effectively incorporate consideration of this diversity into all ongoing programs and services.

Timetable: Year one; ongoing.

7. Encourage staff to attend outside workshops and conferences related to instruction and outreach to women, minorities, and handicappers or to visit other institutions where innovative programs are being offered by providing leave time and funding.

Timetable: Year one; ongoing.

8. Establish a program to recognize activities of all Libraries' staff that promote the goals of the MSU IDEA, by publicizing activities in vehicles such as a staff newsletter and the MSU News Bulletin and by other non-monetary forms of recognition.

Rationale: Positive contributions are often overlooked, especially when staff are not in highly visible positions. Such a program need not be limited to MSU IDEA activities but could cover the entire range of contributions to the Libraries.

Timetable: Year one; ongoing.

USER EDUCATION, ACCESS, AND OUTREACH:

9. Develop an aggressive and innovative program of outreach, directed toward students from minority and other underrepresented groups. For example:

a. Work with the Office of Minority Student Affairs to identify opportunities for library involvement in training of resident assistants, minority aides, tutors, etc.

b. Implement a peer counseling program similar to the University of Michigan's Peer Information Counseling Program, a program which offers one-on-one library assistance for minority students to support university recruitment and retention efforts.

c. Offer library orientations, term paper clinics, etc. for minority and handicapper student organizations.

Rationale: The Libraries need to move beyond traditional curricular based approaches to user education, in order to support University efforts to strengthen retention and promote success for students from underrepresented groups.

Timetable: Dependent on filling of the position of Assistant to the Director for Diversity Programs and Services.

10. Conduct a comprehensive review of current undergraduate and graduate library user education (e.g., tours, classroom instruction). Propose changes as needed.

Rationale: Major changes are underway in the University, as a result of MSU IDEA as well as the work of CRUE, CORRAGE, etc., and the impending change in the University calendar. These will require significant revision of existing programs and identification of new ones.

Timetable: Ongoing; Study and subsequent implementation tied to calendar/curricular changes.

11. Review offerings of library seminars program and propose additional topics. Possible additional topics are: ethnic studies, handicapper sources and services, integrating library research on women, minorities, and handicappers into the curriculum, and statistical research on women and minorities.

Rationale: Need to strengthen offerings in multi-cultural and multidisciplinary areas.

Timetable: Year one; ongoing.

12. Establish a clearinghouse for staff to share diversity-related library user education materials. Maintain awareness of this resource through SIBs, etc.

Rationale: Facilitate coordination and reduce duplication of effort in acquiring and maintaining diversity related materials.

Timetable: Year one.

13. Identify an appropriate public services staff member to serve as liaison to the OPHS.

Rationale: Lack of effective communication appears to be the most significant issue in our current provision of services to handicappers. Information about library services and programs, including identification of subject specialists and information about availability of in-depth reference assistance, on the on hand, and about services available in OPHS, on the other, needs to be communicated in a regular and timely manner.

Timetable: Year one.

14. Review and revise the Handicapper Library Services brochure.

Rationale: The information in the brochure is no longer current.

Timetable: Year one.

15. Survey language skills (including American Sign Language) of Libraries' staff to facilitate provision of targeted tours and personalized library assistance in areas of need.

Rationale: Foreign students, hearing impaired and others may need assistance in breaking through language barriers.

Timetable: Year one; update periodically.

16. Evaluate need for bilingual, braille, captioned for hearing impaired, or audio information about the library.

Rationale: Facilitate independent access to the Libraries for handicappers and students for whom English is a second language.

Timetable: Year two.

17. Establish a joint working group of cataloging and public service personnel to provide ongoing review of subject access and user needs. Priority should be given to consideration of improved access to diversity related materials; over the long term this group would be expected to deal with the broad range of issues relating to subject access to library materials.

Rationale: Conventional subject cataloging practice does not always accord ready access to materials, especially those of a multidisciplinary, topical or controversial nature. Wide departures from standard practice are not practical, but systematic use of a limited number of enhancements may be feasible and useful, especially in an increasingly automated library environment which opens new possibilities for improved access.

Timetable: Year three; ongoing.

18. Identify campus-wide and college bodies on which the Libraries should be represented (e.g., the Julian Samora Institute for Hispanic Studies, The Women's Studies Coordinating Committee, the University Writing Committee) and advocate library representation. Keep staff aware of bodies on which the Libraries are represented.

Rationale: Enable the Libraries to anticipate new and developing needs for library services and to make the University community aware of existing resources which support their programs.

Timetable: Year one; ongoing.

19. Become more involved in the academic process by sponsoring an ongoing program of lectures, films, performances and exhibits reflecting voices of diversity from both within and

outside the MSU community. These events and activities should serve as an opportunity to draw attention to diversity within the Libraries' collections and services. Continue to co-sponsor, when appropriate, similar activities initiated by other University programs and departments.

Rationale: Heighten awareness within the University community of the Libraries' key role as the provider of diverse resources and services; promote greater use of these resources and services.

Timetable: Year three; begin planning in year two.

20. Evaluate the availability, scheduling and use of exhibit space throughout the libraries and draft guidelines to insure that location of and access to exhibit space and content of exhibits provides visibility for the widest possible range of materials from the Libraries' collections.

Rationale: Promote public awareness of the richness and diversity of Library holdings; increase library staff involvement in planning and mounting of exhibits.

Timetable: Year one: Evaluation and development of guidelines, Winter term, 1990; implementation and oversight, ongoing.

21. Evaluate feasibility of making MAGIC available to OPHS/ARTS through their voice readout equipment.

Rationale: Facilitate independent access to the Libraries' collections by visually impaired students.

Timetable: Year one.

22. Evaluate feasibility of cooperating with the OPHS to make a talking (telephone dial-up) newspaper available in OPHS.

Rationale: Low cost means to provide access to a daily newspaper for visually impaired and other handicapped students.

Timetable: When service becomes available locally.

23. Include consideration of the needs of handicappers in plans for reconfiguration of any room or area in the Libraries.

Rationale: Room configuration, width of hallways and other passageways, and location of tactile surfaces and equipment are significant factors affecting the mobility of many handicappers.

Timetable: Year one; ongoing.

24. Report temporary as well as long term changes in location of furniture, equipment, tactile entry rugs, etc. to OPHS immediately, particularly in emergency situations.

Rationale: Room configuration and the location of tactile surfaces are significant to the mobility of many handicappers.

Timetable: Year one; ongoing.

25. Investigate feasibility of making the Main Library floor plan available in tactile form on the Main Library first floor.

Rationale: Facilitate independent access to library areas and departments by handicappers.

Timetable: Year one.

26. Survey the branch libraries and implement needed changes to make these collections accessible to handicappers.

Rationale: Facilitate use of the branch libraries by handicappers.

Timetable: Year two.

27. Encourage branch libraries to revise Assigned Reading policies for handicappers to conform to those of the main library.

Rationale: Extended ARR time is provided for handicappers using Main Library ARR materials. The time needed by a handicapper to read or copy these materials may be longer than that required by other patrons, particularly if the material must be taken to the Main Library fourth floor for assistance with use, or if an OPHS staffer is not immediately available to assist.

Timetable: Year one.

28. Evaluate how best to facilitate return by handicappers of library materials (special book drop, pick-up from specified locations, etc.).

Rationale: Reduce the time and effort presently required to return library materials.

Timetable: Year three.

29. Provide accessible conference room space to OPHS staff for occasional meetings which must be held in this building.

Rationale: OPHS has no private meeting space in this building. They currently have access to the Patriarch Room

for occasional meetings, but this space is not easily accessible.

Timetable: Year one.

30. When Main Library space becomes available, with the completion of the East Campus Library, evaluate whether some other location within the building is more suitable for the OPHS/ARTS office now located on fourth floor.

Rationale: The Libraries' are fortunate that OPHS is able to provide some services, notably access to equipment, which we would otherwise be obligated to provide. Both the Libraries and OPHS may benefit from having these services in a more visible and accessible location, where they can be more easily interfaced with general library services. In addition, the present location raises serious concerns for the safety of some handicappers in a fire emergency.

Timetable: Dependent on completion of East Campus Library.

COLLECTION DEVELOPMENT

31. Include in collection policy statements throughout the Libraries system a section which addresses the need for balance and diversity in both content and viewpoint.

Rationale: A commitment to diversity has implications for collection development in all disciplines.

Timetable: Immediate and ongoing.

32. Identify and/or develop means to evaluate success in building collections which reflect diversity in both subject matter and viewpoint, and to identify both specific and general acquisition needs.

Rationale: Appropriate measures are essential to goal setting and to fair and objective evaluation. Conventional collection analysis tools for most disciplines do not address diversity related issues. Appropriate activities may range from checking of bibliographic and biographic lists to collaborating with peers here and at other institutions to develop instruments for evaluation where none exist.

Timetable: Year two; ongoing.

33. Implement more accurate and complete tracking of library expenditures for multicultural materials.

Rationale: Currently, tracking is done by fund or selector; many items purchased on general funds contribute to collection building in multiple areas but currently cannot be "credited" to these areas. Consequently, the Libraries are

unable to document actual levels of support and selectors are unable to demonstrate their contributions to collection building in these areas.

Timetable: Year one; Implement at the beginning of the next fiscal year.

34. Review current staffing and allocation of funds in subject areas directly related to diversity (e.g. women's studies and ethnic studies) to determine whether these adequately support University programs and priorities.

Rationale: As University priorities change, corresponding changes in levels of support may be needed. Implementation of recommendation 33 will provide information needed for this process.

Timetable: End of year one; ongoing.

35. Appoint a task force to develop a list of publishers and/or vendors of gender, racial, ethnic, and handicapper information resources with whom standing orders should be established.

Rationale: Some materials that would be suitable for the University Libraries' research collections cannot be easily obtained through current acquisitions methods. These materials include, but are not limited to, monograph and research reports published by units within universities and colleges, association publications and conference reports, publications of small presses and subject specific journals.

Timetable: Year one, with periodic review thereafter.

MICHIGAN STATE UNIVERSITY LIBRARIES
MSU IDEA DISPLAYS COMMITTEE
FINAL REPORT
NOVEMBER 29, 1989

COMMITTEE MEMBERS
Anita Durant, Chair, Elizabeth Shipley, Helene Williams

MICHIGAN STATE UNIVERSITY LIBRARIES
MSU IDEA DISPLAY COMMITTEE
FINAL REPORT

The Display Committee was charged with the task of designing and setting up displays in the lobby of the main library that reflect diversity concepts as expressed in MSU IDEA. Major emphasis was to be given to highlighting library resources and activities that underscore the contributions of members of underrepresented groups, including women, ethnic and racial minorities, and the handicapped among others, to the continuous growth and development of Michigan State University as it strives towards excellence during a time of fiscal retrenchment. Although MSU IDEA is an effort to provide more opportunities for greater participation within the University's infrastructure to persons who have traditionally been denied those opportunities in the past, the Display Committee broadened its charge to include other groups. It was felt that the displays could afford an excellent opportunity to demonstrate that the status of Michigan State University today, and in the future, is dependent upon all groups working in concert with one another.

Members of the Display Committee agreed that University Libraries' displays should include more than a location for housing University Libraries' publications and announcements for various University activities. This was already being done by Information/Reference staff. If the displays were to be effective, they had to take into account both aesthetic and cognitive considerations. This new display had to be attractive enough to catch the attention of the viewer. Once the attention of the viewer had been captured, each display should be interesting and informative to such a degree that the viewer would leave a better person. The display was to be used to promote as well as disseminate information about library staff, resources, and activities and Michigan State University as a whole. To meet this challenge the following goals and objectives were devised.

GOAL 1: To promote the concept of diversity in University Libraries and Michigan State University through quarterly visual displays.

Objectives:

1:1 Develop a display calendar for fiscal years 1989/90 and 1990/91.

1:2 Select a display area and acquire appropriate display panels and other materials necessary for effective displays.

1:3 Create bibliographies of library information resources to accompany each quarterly display.

1:4 Involve other campus units in the development of suitable displays that spotlight diversity efforts within those units and relate those efforts to library resources and services.

Goal 2: Sponsor activities that promote staff participation in the implementation of MSU IDEA.

Objectives

2:1 Design and coordinate an MSU IDEA logo contest for University Libraries staff.

2:2 Use University Libraries' staff, who are members of various gender, ethnic, racial, and handicapper groups, as consultants to the MSU IDEA Display Committee, when appropriate.

GOAL 3: To make available for distribution library, university, and other publications that support diversity efforts in the larger university community.

Objectives:

3:1 Make available bibliographies and lists of other information resources that reflect local, state, and national programs and activities, such as copies of a Gay Pride Week bibliography or special finding guide to sources of Asian or Native American literature for a symposium.

3:2 Include a display area for "How to Find" series, University Libraries' handout on services to the handicapped, and other like publications.

3:3 Display university publications and appropriate activity announcements.

SUMMARY

The Display Committee spent numerous hours thinking and rethinking the impact of diversity issues on University Libraries. The photographs displayed in the first exhibit will show the enthusiasm with which the library staff and patrons supported the Committee's initial project. A comparison with earlier photographs of the Libraries indicated that progress has been made as University Libraries continues its quest for the bias-free environment that is basic to Michigan State University's mission as a land-grant institution. An environment in which diversity is alive and well and is the norm. Once each year some aspect of University Libraries' programs, services, or collections will be highlighted. Three displays will be devoted to the university community's programmatic thrusts and communicate the support given to these programs by University Libraries. A display calendar is attached to this report.

In order to successfully accomplish the goals and objectives of the Display Committee, a $2730 budget was devised for the next two fiscal years. The Display Committee's primary concern was for the presentation of appropriate exhibits that were in keeping with University Libraries standards for quality while at the same time keeping the costs for producing quality exhibits at low as possible. The major expenditure in the budget is a one-time equipment request that will give University Libraries the attractive, flexible, and durable display unit it sorely needs.

The work of the Display Committee was enhanced by the support it received from the Library staff, present and former, and outside consultants. Special thanks are extended to Annette Cosentino for time and dedication in developing a suitable logo. The Committee acknowledges with appreciation Bill Stoddard and Henry Koch for leaving their easy life of retirement to serve as photographers. Charles Rettke, University Libraries business manager and Brian Bauknecht, R.P. Lewis Company helped with the design of display units and provided valuable pricing information.

MSU IDEA
Display Committee Report

RECOMMENDATIONS

Although the Display Committee was not charged with responsibility for making recommendations, it became evident during its deliberations that three should be submitted.

Recommendation 1: The following Display Committee budget for fiscal years 1989/90 and 1990/91 be approved.

DISPLAY COMMITTEE BUDGET 1989 - 1991

Free standing display unit	$2,000
Photographic film and developing	200
Mounting of photographs	200
Graphic artist	150
Lettering and lettering service	50
Logo contest	100
Potted plants	40
Recycled paper (2 cartons)	70
	$2,810

Rationale: This budget represents the minimum amount necessary to underwrite the cost of this activity.

Recommendation 2: The MSU IDEA Display Committee serve as the clearinghouse for all library, university and other diversity-related publications that are to be disseminated in bulk to University Libraries' clientele.

Rationale: Responsibility for coordinating the receipt and distribution of these publications would be centralized.

Recommendation 3: A line item be include in future budgets for expenses incurred in the mounting of MSU IDEA related displays in the lobby of the main library.

Rationale: Although it is anticipated that expenditures for display materials will be modest in coming years, a line item in the budget will show support for this activity and the continued use of this device to promote diversity within University Libraries and the university community at large.

Submitted by:
Anita Durant, Chair
Elizabeth Shipley
Helene Williams

November 29, 1989

MICHIGAN STATE UNIVERSITY LIBRARIES
MSU IDEA DISPLAY CALENDAR

JANUARY 1, 1990	DIVERSITY: UNIVERSITY LIBRARIES IN ACTION Portrait of diversity in the staffing of University Libraries and in the use of its facilities.
MARCH 1, 1990	WOMEN IN THE SCIENCES MSU women faculty in the sciences will be featured. This display will correlate with a major exhibition of library resources created by Special Collections in conjunction with a conference of the same name that will be held at Michigan State in spring 1990.
JULY 1, 1990	THE AESTHETIC MSU: CELEBRATING THE ARTS Focus on the fine arts and the contributions of diverse groups in the university community.
OCTOBER 1, 1990	MINORITIES AND OTHERS IN THE CLASSROOM An emphasis on the role of students within the university community, with special attention given to minoritiesmajoring in disciplines in which they are not ususally associated.
JANUARY 1, 1991	MSU LIBRARIES COLLECTIONS Focuses on several University Libraries collections that reflect the contributions of women, racial/ethnic groups, and the handicapper to American society.
MARCH 1, 1991	INSTITUTES WITHIN THE INSTITUTION : MINORITY RESEARCH PROJECTS AT MICHIGAN STATE UNIVERSITY Spotlight on the accomplishments of University units such as African Diaspora Research Project, Julian Samora Institute, and King/Chavez/Parks Program.

MSU IDEA

RECOMMENDATIONS

1. Revise the mission statement, goals and objectives of the University Libraries and the goals and objectives of individuals, units and departments, as needed to reflect an active commitment to the University's impetus in the area of diversity.

2. Establish a newly created position of Assistant to the Director for Diversity Programs and Services, at a senior level with responsibilities including (but not limited to): serving as principal liaison on diversity initiatives between the University Community and the Libraries; coordinating outreach activities; developing diversity related programs and services within the Libraries, including implementation of MSU IDEA recommendations; advising the Libraries' development and personnel officers on diversity related issues and activities; and initiating contacts with other libraries for the purpose of shared program and resource development.

3. Fund a full-time Development/Grants Officer to lead and coordinate the procurement of grants, endowments and other outside monies for funding of specific library projects, including diversity related workshops, cultural events, acquisition of resources, and internship programs.

4. Submit regular proposals requesting monies from the King/Chavez/ Parks Fund for a librarian-in-residence or library scholar-in-residence for a period of six months or a year. In the short run, matching funds for this program might come from open staff positions, etc.; for the long run, an endowment should be sought to support the Libraries' contribution.

5. Appoint a task force to explore innovative approaches to an internship program, supported by grants or endowments, to enable members of groups underrepresented in the library profession to attend library school while working in the MSU Libraries. An internship program should include tuition support for study at Wayne State University or at the University of Michigan.

6. Sponsor a series of workshops, conducted by outside facilitators, that focus on the responsibilities of library staff in implementing and promoting diversity within the Libraries. These workshops should address functions and activities of collection development, technical services, public services and other library programs and services. Follow up on these activities with an ongoing program of staff development activities. Examples of topics include:

a. Workshop on incorporating diversity themes in classroom library user education.

b. Workshop on curriculum development, teaching techniques and learning styles in a diverse environment.

c. Group analysis of existing handouts for topics covered, gender-free language, audience, quality, and access to less accessible materials (vertical files, collections outside of Main Library).

d. Workshop to familiarize reference staff with printed and online sources that reflect diversity themes.

e. Workshop on appropriate use of Library of Congress Subject Headings related to diversity.

f. Workshop on bias free communication.

g. Workshops by selectors on incorporating diversity into collection development activity.

h. Encourage public services staff to learn some basic American Sign Language.

i. Regular training program for public services staff (including student desk personnel) and other interested Libraries' staff, on working with handicappers. This program should address issues including attitudes toward the handicapped and information about services available in the Libraries and in the OPHS/ARTS office.

j. Orientation to familiarize public services staff and others with diversity related resources and with policies and procedures of the University Archives, to facilitate more effective referrals.

7. Encourage staff to attend outside workshops and conferences related to instruction and outreach to women, minorities, and handicappers or to visit other institutions where innovative programs are being offered by providing leave time and funding.

8. Establish a program to recognize activities of all Libraries' staff that promote the goals of the MSU IDEA, by publicizing activities in vehicles such as a staff newsletter and the MSU <u>News Bulletin</u> and by other non-monetary forms of recognition.

9. Develop an aggressive and innovative program of outreach, directed toward students from minority and other underrepresented groups. For example:

a. Work with the Office of Minority Student Affairs to identify opportunities for library involvement in training of resident assistants, minority aides, tutors, etc.

b. Implement a peer counseling program similar to the University of Michigan's Peer Information Counseling Program, a program which offers one-on-one library assistance for minority students to support university recruitment and retention efforts.

c. Offer library orientations, term paper clinics, etc. for minority and handicapper student organizations.

10. Conduct a comprehensive review of current undergraduate and graduate library user education (e.g., tours, classroom instruction). Propose changes as needed.

11. Review offerings of library seminars program and propose additional topics. Possible additional topics are: ethnic studies, handicapper sources and services, integrating library research on women, minorities, and handicappers into the curriculum, and statistical research on women and minorities.

12. Establish a clearinghouse for staff to share diversity-related library user education materials. Maintain awareness of this resource through SIBs, etc.

13. Identify an appropriate public services staff member to serve as liaison to the OPHS.

14. Review and revise the Handicapper Library Services brochure.

15. Survey language skills (including American Sign Language) of Libraries' staff to facilitate provision of targeted tours and personalized library assistance in areas of need.

16. Evaluate need for bilingual, braille, captioned for hearing impaired, or audio information about the library.

17. Establish a joint working group of cataloging and public service personnel to provide ongoing review of subject access and user needs. Priority should be given to consideration of improved access to diversity related materials; over the long term this group would be expected to deal with the broad range of issues relating to subject access to library materials.

18. Identify campus-wide and college bodies on which the Libraries should be represented (e.g., the Julian Samora Institute for Hispanic Studies, The Women's Studies Coordi-

nating Committee, the University Writing Committee) and advocate library representation. Keep staff aware of bodies on which the Libraries are represented.

19. Become more involved in the academic process by sponsoring an ongoing program of lectures, films, performances and exhibits reflecting voices of diversity from both within and outside the MSU community. These events and activities should serve as an opportunity to draw attention to diversity within the Libraries' collections and services. Continue to co-sponsor, when appropriate, similar activities initiated by other University programs and departments.

20. Evaluate the availability, scheduling and use of exhibit space throughout the libraries and draft guidelines to insure that location of and access to exhibit space and content of exhibits provides visibility for the widest possible range of materials from the Libraries' collections.

21. Evaluate feasibility of making MAGIC available to OPHS/ARTS through their voice readout equipment.

22. Evaluate feasibility of cooperating with the OPHS to make a talking (telephone dial-up) newspaper available in OPHS.

23. Include consideration of the needs of handicappers in plans for reconfiguration of any room or area in the Libraries.

24. Report temporary as well as long term changes in location of furniture, equipment, tactile entry rugs, etc. to OPHS immediately, particularly in emergency situations.

25. Investigate feasibility of making the Main Library floor plan available in tactile form on the Main Library first floor.

26. Survey the branch libraries and implement needed changes to make these collections accessible to handicappers.

27. Encourage branch libraries to revise Assigned Reading policies for handicappers to conform to those of the main library.

28. Evaluate how best to facilitate return by handicappers of library materials (special book drop, pick-up from specified locations, etc.).

29. Provide accessible conference room space to OPHS staff for occasional meetings which must be held in this building.

30. When Main Library space becomes available, with the completion of the East Campus Library, evaluate whether some other location within the building is more suitable for the OPHS/ARTS office now located on fourth floor.

31. Include in collection policy statements throughout the Libraries system a section which addresses the need for balance and diversity in both content and viewpoint.

32. Identify and/or develop means to evaluate success in building collections which reflect diversity in both subject matter and viewpoint, and to identify both specific and general acquisition needs.

33. Implement more accurate and complete tracking of library expenditures for multicultural materials.

34. Review current staffing and allocation of funds in subject areas directly related to diversity (e.g. women's studies and ethnic studies) to determine whether these adequately support University programs and priorities.

35. Appoint a task force to develop a list of publishers and/or vendors of gender, racial, ethnic, and handicapper information resources with whom standing orders should be established.

36. The following Display Committee Budget of $2810 for fiscal years 1989/90 and 1990/91 be approved.

37. The MSU IDEA Display Committee serve as the clearinghouse for all library, university and other diversity-related publications that are to be disseminated in bulk to University Libraries' clientele.

38. A line item be included in future budgets for expenses incurred in the mounting of MSU IDEA related displays in the lobby of the main library.

39. We recommend that a position be established for a Human Resources Director, reporting to the Director of Libraries, responsible for personnel matters, with special expertise in areas of diversity and affirmative action issues. This position is not a diversity librarian, but should include the responsibility for monitoring and taking effective action in these areas, as well as assuming a leadership role in staff development programs. This office could set up on-the-job training and skills enhancement programs for entry-level positions, with special attention given to the needs of minorities and handicappers. Time line: Within the 1990 calendar year.

40. The committee perceives that there is a need to test and assess the library climate as it pertains to affirmative action and diversity/pluralism. We recommend that an outside consulting service with expertise in institutional climate study be retained and the findings addressed and implemented. Time line: Within the 1990 calendar year.

41. A Task Force should be created to continue the efforts of the Climate Review Committee and to execute recommendations included in this report, beginning with the climate study. The Task Force should eventually function under the direction of the Human Resources Director. Time line: Immediately.

42. Make administrators and staff aware that the MSU IDEA is a high priority program.

43. Develop discussion groups within the library to include branches. These groups should meet periodically to discuss pluralism and diversity and to develop some new programs to foster them.

44. Provide seminars and career counseling for librarians and support staff in an effort to bring more minority group members into leadership positions.

45. Establish internships and other training programs designed to increase the number of underrepresented groups.

46. in-house workshops for librarian and CT supervisors on supervision strategies and skills especially related to diversity and affirmative action.

47. Arrange visits of new employees to all of the Library's units to foster better communication.

48. Provide awards and recognition for staff who make contributions to diversity and pluralism.

49. Use outside consultants, the Dept. of Human Relations, and other campus resources to provide programs and workshops in fostering diversity and pluralism. (To be held away from the library.)

50. Have minority representation on search committees, the RECAP, DACs and the LAC.

51. Have a special representative to the Dept. of Human Relations to facilitate communications.

52. Include more support staff in library planning. Also include one or more representatives from the support staff on the LAC and other library groups.

53. Establish excellent on-the-job training programs for entry level positions with special attention to minorities.

54. Provide travel money to colleges where experiments are taking place. (Michigan, Ohio State, Wisconsin, etc.). Contact other universities that are concerned with minority issues for innovative ideas.)

55. Write a statement of commitment with input from staff and administration regarding Diversity and library services.

56. Encourage formal and informal mentoring relationships where seasoned librarians take special responsibility for helping new librarians and support staff.

57. Make efforts to hire minority students in all units.

58. Examine the evaluation and compensation processes with special attention to underrepresented groups.

59. Examine issues raised in the Staff Input section of this report with regard to evaluation and compensation processes of C/Ts. (i.e. merit raises).

60. Include handicapper count in future statistical reports and analyses.

61. Examine library documents which refer to racial/ethnic identity and conform to the language used by the university.

62. Create a staff newsletter to serve as a vehicle for staff communication.

63. Designate a bulletin board in a centrally located area for user comments/concerns regarding diversity and pluralism.

64. Provide a mechanism for "evaluating upward". This will assist in improving the overall library climate.
<u>Time line</u>: To be determined once the recommendations in Section A. are in place.

AFFIRMATIVE ACTION PLAN

PURDUE UNIVERSITY
WEST LAFAYETTE CAMPUS

EFFECTIVE

April 1, 1990 through March 31, 1991

VIII

SUPPORT OF ACTION PROGRAMS

(41 CFR 60-2.13(i)); (60-2.26)

Purdue University provides additional support for its affirmative action program through campus and community activities designed to raise public awareness of EEO/AA related issues and yield supplementary assistance to various aspects of the University's affirmative action efforts. Due to the large and diverse structure of Purdue, it is impossible to give a full account of all such activities. Therefore, the following list must be considered representative rather than exhaustive:

A. NDEA MONTH (National Disability Employment Awareness)

October was declared NDEA month by Congress in 1988, previously observed as NETH (National Employ the Handicapped) Week since 1979, to encourage recognition of disabled individuals employment potential among corporations, public officials, other universities and interest groups in the area. The Affirmative Action Office coordinates and publicies workshops, presentations, and awards which are designed to promote understanding of the issues surrounding the disabled.

B. AAA (Affirmative Action Awareness) Week

To focus attention on the concerns of women, minorities, Vietnam era veterans, handicapped individuals, and members of all other protected groups, the AAA week program will continue to be sponsored each February. This observance, began in 1984, helps Purdue's affirmative action program publicize commitment, disseminate policy, and sensitize the campus environment to EEO/AA concerns. It also serves as a forum for presenting the President's Annual Affirmative Action Awards.

C. The President's Annual Affirmative Action Awards Program

Beginning in 1985, and in each subsequent year, the President of Purdue University has made available $20,000 that may be divided and awarded to the department(s) which are nominated by their peers and judged to have been outstanding in furthering the cause of affirmative action for women and minorities. These awards are presented during the AAA Week each year.

D. The President's Incentive Grant Award

Through a fund established by the President of Purdue, the AAO offers grants ranging from $500 to $2,500 for programs and activities on the central and regional campuses that demonstrate innovative approaches to implementing affirmative action. The recipients compete for $20,000 in award funds.

E. Unit Recognition Certificates

Beginning in 1989, the Affirmative Action Office has presented recognition certificates to organizational units which made the most conscientious efforts in planning and carrying out the commitments stated in their Unit Action Plans. The certificates are presented annually during AAA Week.

F. Affirmative Action Training Programs

The Affirmative Action Office staff will continue to conduct a series of staff training seminars each year to further aid the University Affirmative Action Compliance program. These seminars include:

1. "New Employee Orientation to AA", is presented monthly. All newly hired business office employees are invited to spend one hour in a briefing concerning affirmative action topics. The presentation includes information about Purdue's policy and commitment to EEO/AA, employees rights and responsibilities, sexual harassment, and resources available for assistance.

2. "Understanding AA Policies and Procedures", which is held twice annually, is aimed to provide administrative assistants, office managers, business administrators, hiring supervisors, and other personnel who come in regular contact with EEO/AA paperwork an understanding of the federal requirements.

3. "An Orientation to EEO/AA for New Department Heads" is held once a year to assist department heads understand their responsibilities in EEO/AA. Also, to discuss relevant issues such as the recruitment of faculty to the University.

4. Sensitization workshops, which are given upon request to particular areas of the University having trouble in an AA related area (e.g. a small department hired its first minority and is having human relations and adjustment difficulties).

5. Special issue workshops, which are given periodically where it is determined that an AA related issue deserves special attention. Previous topics have included "Accommodating the Handicapped", "Cultural Diversity in the Worksite" and "The Rights of Aging", among others.

G. Consideration of Minorities/ Women Not in the Workforce (41 CFR 60-2.13(j))

Many University departments carry out additional recruiting efforts specifically targeted to meet hiring goals and assist the affirmative action program. Among these are:

1. Personnel Services distributes weekly University job notices to community groups representing minorities, women, Vietnam era veterans and the handicapped.

2. Personnel Services distributes job notices to the state employment services.

3. Deans, department heads, and affirmative action office staff travel to relevant regional and national meetings and conferences.

4. The Affirmative Action Office and Department of Personnel Services make presentations to local community centers, high schools, and interest groups whose memberships are likely to aid AA efforts.

5. The AA Office has given workshops for minority applicants and female/minority vendors.

6. The President has made available funding for the hiring of minorities into faculty positions. This plan allows a department to enlarge its faculty by two positions while making an expenditure for only one.

7. A summer minority faculty fellowship program has been established with a stipend awarded in addition to a summer salary. The program invites minority faculty fellows to conduct research, teach and interact with Purdue faculty, students, and staff during an eight-week summer session.

H. Community Involvement and Programs (41 CFR 60-2.26(f))

The University will continue its active involvement in community relations and community programs in support of its affirmative action program, including the following:

1. Community involvement by key faculty and staff members in EEO/AA related interest groups and programs, particularly those with a concern for the interests of women, minorities, Vietnam era veterans, and the handicapped.

2. Information, sensitization, and motivation programs carried out by the Affirmative Action Office and the Career Development section of Personnel Services.

3. School or University programs relating to equal opportunity issues conducted in the form of a research or service project, or by a cooperative extension facility, the continuing education department, or other areas.

ACTIVITIES

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

University Libraries
Office of the Director
432 Capen Hall
Buffalo, New York 14260
(716) 636-2965/2972

TO: MAG

FROM: Barbara von Wahlde
Associate Vice President for University Libraries

DATE: 5/29/90

SUBJECT: Cross-Cultural Training

An announcement by Ken Hood, Staff Development Officer, to MAG members dated May 14th announced two cross-cultural training workshops to be held on the South and North campuses on June 4th and July 11th. I am writing to remind you of the importance of these two sessions and to encourage you to attend yourself as a unit head and to support the attendance of your managers, i.e. those who supervise staff at all levels and student assistants.

The two workshops are being presented by women who work in and represent the Hispanic, Asian, and Black communities in the Buffalo area and have experience in sensitizing non-minority managers to the cultural backgrounds of these particular communities. I am disappointed in the turnout for these two sessions to date and want to strongly encourage you to register as many of your managers as possible for the sessions on June 4th and July 11th. While the session on July 11th is open to staff at large, I would suggest that there is still room for staff members or managers to be accommodated in either one of the two sessions.

Recently I attended the ARL session in New Orleans where the theme focused on higher education in the 1990's covering a segment describing the plans at the University of California/Davis to improve its minority recruitment program for students, faculty, and staff. All projections indicate large increases of minorities in the workplace by the year 2000. It is important for us to be aware of how to effectively prepare for a diverse workplace over the next few years and to have a good understanding of cultural differences and backgrounds.

Earlier in the year at MAG we looked at videotapes in connection with managing cultural diversity. Since then, I have not been aware of any special use of these tapes with staff at large. You need to understand that I envision 1990/91 as a time when we will be spending more effort on trying to improve our minority population in the Libraries at all levels: library faculty, professional staff, clerical staff, and student

assistants. In other words, this is the beginning of a more concentrated effort to improve our position in University Services regarding a diverse workforce and sensitizing our staff in order to improve our hiring.

As part of a "trade agreement" on workshops with Buffalo State, we will have a few participants from Buffalo State College as well at the sessions. However, there are still plenty of openings for our own staff. Please contact Bonnie Hall (636-2967) as soon as possible to sign up.

BvW:bh

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Paula Alcala Rosner, Consultant
25 Sandhurst Lane
Williamsville, New York 14221-3154

CROSS CULTURAL TRAINING

date: July 11, 1990

site: State University of New York at Buffalo, Library (Amherst Campus)

trainers: Stephanie Barber (Understanding African-Americans)

Martha C. Leung (Understanding Asians)

Paula Alcala Rosner (Understanding Hispanics)

AGENDA

8:30 - 9:00 A.M.	opening session
9:00 - 10:00	overview of cultural diversity
10:00 - 10:15	break
10:15 - 11:15	Understanding Asians
11:15 - 12:15	Understanding Hispanics
12:15 - 1:30 P.M.	lunch
1:30 - 2:30	Understanding African-Americans
2:30 - 2:45	break
2:45 - 3:45	role play session
3:45 - 4:00	break
4:00 - 5:00	closing session "What do we do with what we've learned?"

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WHAT IS CROSS CULTURAL TRAINING?

developed as a Special Handout
for
State University of New York at Buffalo Library
Cross Cultural Training Workshop
June 4, 1990

prepared by: Paula Alcala Rosner

Beginning question: Why do Hispanics act differently from other people in the United States?

Later broadened to: Why do minorities act differently from other people in the United States?

Beginning premise: All human beings act rationally based on their understanding of reality.

Working definition: Culture is "the distinctive way of life of a group of people, their complete design of living."[1]

Cross Cultural Training is a presentation of the conclusions drawn by the presenting consultants based on each consultant's examination of his or her own specific culture. The conclusions are based on:

- -analysis of the mechanics of culture
- -analysis of the structure of culture
- -analysis of personal experience
- -observation (both subjective and objective)
- -historical analysis
- -historical interpretation
- -research

The purpose of the training is to provide workshop participants, particularly Americans, with a practical understanding of minority cultures so that they have a better sense of how to handle the emerging and existing issues that are inherint to a multi-cultural society.

Long term goal: multi-cultural viability in the United States

The objectives in reaching that goal must be designed following the Cross Cultural Training workshop based on their understanding of the information and material. Therefore, the workshop is most effective when used as a first step as part of a training series on cultural diversity.

---

[1]Clyde Kluckhohn, "The Study of Culture," in Daniel Lerner and Harold D. Laswell (eds.), The Policy Sciences (Standford: Stanford University Press, 1951), p. 86

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AFFIRMATIVE ACTION TECHNIQUES

A STANDARD RECRUITMENT STRATEGY FOR DIVERSE CULTURAL COMMUNITIES

developed by: Paula Alcala Rosner

The key to success in implementing your affirmative action campaign is personal contact and the development of rapport with several key people in the community. These people should serve as mentors in identifying and nurturing community talent. More than one contact is necessary to access the various community circles that are typical of other cultural communities. A good contact in one circle is not necessarily a key contact for another. Therefore, it is essential to stay on good terms with as many as possible.

Step 1: Develop referral base
Seek referrals to qualified candidates via church leaders, teachers and guidance counselors who work at bilingual schools, community business leaders, community based organizations that provide bilingual services, e.g. Hispanics United of Buffalo or Father Belle Community Center (check with your area United Way/United Fund if you are unfamiliar with local bilingual organizations),
Note: It would be very helpful to hold a luncheon or reception in or near the specific community for your various contacts so that they each can get to know you better. Each person should be called personally by the recruiter with a personal invitation to attend the event to demonstrate sincerity. In addition, invitations should be mailed out. At the gathering, share information on: 1) why you have invited them, 2) yourself, 3) the entity you represent, and 4) the process you would like to use in getting their referrals. Make sure that you make it clear that a referral does not guarantee placement. Be sure to thank each contact for coming to the event both personally and as a group.

Step 2: Introduction meetings
Upon receiving a referral from one of your contacts, if at all possible, meet with your contact and his/her candidate so that you can be properly introduced. During this introduction meeting, make it clear that the referral does not guarantee placement, but that he/she is seen as a serious candidate based on your contact's endorsement.

Step 3: Small group orientations
Invite all candidates to an orientation, no more than 12 per orientation. At the orientation, provide information on the

entity you represent, the scheduling process for interviews, and some description of the general policies/attitude toward employees. For example,

> ABC Company encourages a spirit of teamwork and cooperation between our employees. We value our employees and try to maintain a work atmosphere where everyone can perform their best work. We take a lot of pride in our product...etc.

Step 4: Schedule the interviews

Step 5: If the candidate agrees, keep your community contact updated on his/her candidate's status.

Step 6: Following placement, include as part of your basic orientation a segment on the culture of the workplace. While the newly hired employee is from a general culture that is unfamiliar to American employees, the newly hired employee may be equally unfamiliar with the American style of doing things.

FEEL FREE TO CALL 716-634-8462
TO PLAN CROSS CULTURAL TRAINING FOR YOUR GROUP!

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A CROSS CULTURAL TRAINING HANDOUT

LONG RANGE PLANNING FOR EFFECTIVE AFFIRMATIVE ACTION

written by: Paula Alcala Rosner

Affirmative action and cultural diversity are two distinct, yet overlapping areas of interest. On the one hand, cultural diversity alludes to people of other cultures and/or countries. On the other hand, affirmative action alludes to those remedial practices used to advance minorities, e.g. Hispanics, African-Americans, etc. However, there is an emerging school of thought that advances the notion that the two cannot be pragmatically separated when considering affirmative action. The basis for this view is simply that each of the various minority populations in the U.S. have distinct cultures. Therefore, for affirmative action to be effective, a close examination of culture must permeate affirmative action efforts. Long range planning, then, is a meaningful mechanism in that the cultural understanding of the organization will be impacted upon by other cultures. Therefore, it is assumed that affirmative action means cultural change, thus affecting long range planning. It is significant to note that CULTURE IS BASED ON EXPERIENCE, RATHER THAN FACTUAL DATA, THEREBY MAKING CULTURE SUBJECTIVE TO ONE'S OWN EXPERIENCE. Therefore, attitudes and perceptions take on added importance.

***

Long range planning is a key function of any organization's Board of Directors in their efforts to act upon their mission statement. The success or failure of your organization rests, in great part, on your Board's ability to plan and organize. Drifting along without a clear sense of direction should be considered a nemesis if you are serious about fulfilling your purpose.

***

While there is a great deal of flexibility in the way long term planning for effective affirmative action can be conducted, there are several key points that should be addressed. As a guide, what follows are some steps and questions to be utilized as your focus in arranging your long range planning for effective affirmative action sessions.

STEPS

1. RESEARCH
Determine where you stand today.
    How many minorities do you employ?
    Which minority groups are represented?

(continued on reverse side)

How many minorities do you serve?
Which minority groups are represented?
What are the attitudes and perceptions of your employees, both minority and non-minority, toward cultural diversity?
What are the attitudes and perceptions of your clients, both minority and non-minority, toward cultural diversity?

2. ANALYSIS

Develop planning premises based on current trends and probable future conditions.

Will there be an increase in cultural diversity? If so, why and how?
Why is affirmative action necessary to your organization?
How does development of your goal correlate to your organization's mission statement?

3. CLARITY OF PLANNING

Develop objectives for each minority group to be impacted.
Establish strategies to achieve objectives specific to each minority group to be impacted.
Program activities to gain desired results.
Determine the support services needed to conduct the activities for each cultural group.

4. COMMITMENT

Execute the plan.
Control to the plan.

PLANNING QUESTIONS*

What results do you want to achieve?
What actions are necessary to gain these ends?
When should these actions be employed?
What resources are required to employ them?
How will progress be measured?
If the actions are not getting the results desired, what should be done?

*source: Management Essentials, Howard M. Carlisle, author

In preparing for your long range planning for effective affirmative action session, make sure that all key parties are familiar with the tasks before them. Each must know that he/she is expected to share his/her thoughts openly to ensure a group effort. All must have an ownership and confidence in the final plan, once adopted, for the plan to work. This will only happen if everyone shares in the process.

FEEL FREE TO CALL 716-634-8462
TO PLAN A CONSULTATION SESSION FOR YOUR GROUP!

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CROSS CULTURAL TRAINING EXERCISE 1

DEVELOPING A CULTURAL FRAMEWORK

SMALL GROUP EXERCISE

Time Limit: 2 minutes per group member

Each group member will answer the following questions while citing personal experiences as time permits:

1. WHAT IS YOUR FAMILY'S DOMINANT CULTURAL IDENTITY?
   Examples of responses: Italian, Irish, Mexican, etc.
   If there is more than one, respond accordingly, e.g. Italian and Mexican

2. WHICH GENERATION AMERICAN ARE YOU?
   Generations are counted based on birth in the USA.
   immigrant: born in another country
   1st generation: born in the USA
   2nd generation: parents born in the USA
   3rd generation: grandparents born in the USA
   4th generation: greatgrandparents born in the USA
   If more than one culture is involved, respond for both sides of the family, e.g. 2nd generation on my mother's side and 1st generation on my father's side.

3. WHICH LANGUAGE(S) WERE SPOKEN BY YOUR FAMILY?
   Group members may have to rely on childhood memories or family stories heard as a child to recall language(s) other than English.

4. WHAT WAS THE REASON FOR YOUR FAMILY'S FIRST COMING TO THE UNITED STATES?
   If you don't know, share what you think was their reason.
   Economic?
   Political?
   Other? If so, please state.
   A combination of the above?

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TO PLAN A CROSS-CULTURAL SEMINAR FOR YOUR GROUP!

CROSS CULTURAL TRAINING

EXERCISE 2

Please discuss the following questions with your group before writing the answers down.

1. What comes to mind when someone mentions Asians to you? Please, name some qualities.

2. What questions would you like to ask about the Asians? Please, list them in order of priority below.

   a.

   b.

   c.

MARTHA LEUNG
c/o Paula Alcala Rosner
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China: a chronology

Dynasty	People and events	Culture
Shang 16th c.-11th c. B.C.		Oracle bones: earliest evidence of written Chinese
Chou 11th c. - 222 B.C.	King Wu, founder 403-222 Warring States Period	all schools of thoughts
Chin 221 - 207 B. C.	Chin Shih Huang- ti united China	Legalism became state philosophy Burning of books
Han 206 B. C. - A.D. 220	Kao-tsu, founder	State exams intro- duced Began trade with outside world Silk Road opens
Sui A. D. 590 - 618	Wen-ti, founder Grand Canal: joining Yellow and Yangtze rivers	Wood-block print- ing invented
Tang A. D. 618 - 907	Tai-tsung, founder	Introduction of Buddhism Famous Tang poetry gunpowder invented for fireworks
Five Dynasties 907 - 960	General turmoil	Peole fleeing from invaders
Sung 960 -1279	Tai-tsu, founder	Height of land- scape painting Gunpowder first used in battle Invention of movable type
Yuan 1260 - 1368	Kublai Khan ruled as Great Khan	

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Ming 1368 - 1644	Hung-wu, founder	Ming tombs built Forbidden City constructed
Ching 1644-1911	Kang-hsi, founder 1840-42 Opium Wars 1850 Taiping Rebellion 1900 Boxer Rebellion	Jesuits settled in China First Chinese to U.S.
Republic 1911 -	Sun Yat-sen, elected provisional president 1949 Chang Kai-shek moved gov't to Taiwan	
People's Republic 1949 -	Communist gov't under the leadership of Mao Tze-tung	

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Chronology of Chinese in the United States

1820 The Immigration Commission reported the arrival of first Chinese in the United States

1847 The first group of Chinese students arrived in the United States to receive higher education.

1850 The number of Chinese in California totaled four thousand by the end of the year. Their rapid influx was largely due to the demand for cheap labor in this new state.

1854 There was again an influx of over thirteen thousand immigrants this year, when California suffered a business recession. White workers blamed the colored people, particularly the Chinese, as partly responsible for their unemployment and economic reverses.

The laws of California prohibited all colored people from giving evidence in court against white persons.

1859 The Imperial government reversed its traditional policy by proclaiming that Chinese subjects could go abroad for permanent settlement.

1865 Impressed by Chinese laborers' successful performance in railway construction, the Central Pacific recruited more of them from both California and Kwangtung. There were ten thousand Chinese laborers on the job at the peak of its construction. White workers first protested, but soon lost interest in the hard and dangerous conditions in building the railway through the mountains.

1867 The naturalization of the Chinese had become an outstanding issue in California's state politics this year. White workers were afraid of the keen competition of the Chinese laborers, whose employment by the Central Pacific Railroad had then reached its peak. Labor groups demanded further legislation against Chinese immigration.

1869 The completion of the Transcontinental Railroad by joining the tracks of the Central Pacific and the Union Pacific marked one of the most important achievements in the nineteenth century. When the construction of the Central Pacific Railroad reached its last stage, Chinese labor constituted 90 percent of the working force of ten thousand. However, the Chinese soon became unwanted in the

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West, and even the enthusiastic attitude of the eastern American leaders toward the use of Chinese labor began to shift.

1875 The anti- Chinese movement, started in California, gradually spread to other states, particularly Oregon and Washington. White workers found it increasingly difficult to compete with the industriousness and endurance of the Oriental laborers.

1879 Congress passed an exclusion law prohibiting further immigration of Chinese laborers. Since this law contradicted the provisions of the Sino-American Treaty of 1868, President Hayes vetoed it

1880 Upon the request of the United States, a Sino-American treaty was signed to revise the Burlingame Treaty. Under the provisions of this new treaty, China agreed to reasonable limitation or suspension, but not absolute prohibition, of the emigration of Chinese laborers to the U. S.

1881 The Chinese government ordered all government-sponsored students in the U.S. to return to China, largely because of its disappointment with American discriminatory legislation against the Chinese and also the refusal to admit Chinese students to American military and naval academies.

1883 The 1882 Chinese Exclusion Act was chiefly directed at laborers. Chinese of other professions could still come to the U.S.

1888 The exclusion of Chinese laborers was reaffirmed by another Congressional act.

1902 Congress passed an act to prohibit the coming into and to regulate the residence within the U.S., its territories and all territory under its jurisdiction, and the District of Columbia, of Chinese and persons of Chinese descent. This act also imposed restrictions upon the Chinese in the Philippines.

1904 After the termination of the Sino-American treaty of 1894 prohibiting the immigration of Chinese laborers for ten years, Congress passed another act, extending all Chinese exclusion laws then in existence indefinitely, to be applicable to all insular possessions of the U.S.

1924 United States Supreme Court decided that Chinese wives of American citizens were not entitled to come to the U.S. in accordance with the 1924

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Immigration Act.

1931 The last of the so-called tong wars occurred this year. Although the infamous tong wars belonged to past history, they had somewhat tarnished the law-abiding and peace-loving reputation of the Chinese in this country.

1943 Congress passed an act to repeal the Chinese Exclusion Acts, to establish quotas, and for other purposes. The elimination of discriminatory legislation against Chinese immigration had also raised the status of the Chinese already in the U.S. Actually the Chinese were not treated on the same basis as the Europeans, because this act established a quota of only 105 for Chinese every year. This figure was one-sixth of one percent of the number of the Chinese in the U.S. in 1920 as determined by the census of that year.

1946 Subsequent to the War Bride Act of December 28, 1945, Congress passed a bill enabling wives and children of Chinese-American citizens to apply as non-quota immigrants.

1952 McCarran-Walter Act removed the inequality against Chinese women, who were previously not entitled to the same privileges under non-quota status as Chinese men.

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HISPANICS AND THE ISSUE OF LANGUAGE

written by Paula Alcala Rosner

Anyone who has taken on the tasks of addressing the issues of the Hispanic community soon finds himself/herself coming to terms with language. A variety of questions quickly find their way into the issues of employment, housing, political empowerment, etc. Why don't Hispanics learn English? Why don't they want to learn English? If they don't want to learn the language, why did they come here? It is an overall issue that permeates all others. To get a better sense of this phenomena, let's look at some statistics, which, for the most part, are fairly hard to come by. For the purposes of this paper, i.e. to give a general understanding, three sources have been used: 1) client characteristics of those people served by the Puerto Rican American Community Association in 1988; 2) advertising trends of marketers reported by Moneyweek, CNN Television; and 3) the New York Folklore journal.

Client Characteristics. PRACA, Inc. found that of the 9,385 clients served by the organization, that

27%	2,534	spoke Spanish only
13%	1,220	spoke English only
60%	5,631	spoke both English and Spanish,

but identified Spanish as their primary language. It should be noted that of the latter, no testing on language proficiency or literacy was done. Instead, clients were only asked which language(s) they spoke. Thus, only very general conclusions can be drawn from this information.

Advertising trends. Moneyweek, broadcast on CNN Television, reports that

> Unlike other ethnic groups, Hispanics tend to retain their language. 70% speak only Spanish at home. Two-thirds of all Hispanics watch Spanish language television. Two major networks are now devoted solely to Hispanic programming, providing easy access to the market. Univision, which reaches 84% of U.S. Hispanics, and Telemundo, reaches 70%. Surprisingly, advertisers have been slow to target the Hispanic consumer. Only 491 million dollars spent last year on Hispanic advertising. That's just 1% of total advertising, but it's changing quickly. There is a boom of interest in the Hispanic market...that is due to advertisers and marketers looking to stay in business, and increasingly in this country, if you're doing business in California or in Florida or Texas or Illinois and New York and you're not doing business with Hispanics,then the likelihood is that you won't be doing business at all. (emphasis added)
>
> (broadcast April 16, 1989)

New York Folklore journal. Wolfgang Wölck wrote in his article "Sounds of a City: Types and Characteristics of the Speech of Buffalo and its Ethnic Groups"

(continued on reverse side)

> The latest major addition to Buffalo's ethno-cultural and linguistic mosaic are its Puerto-Rican residents, whose vanguard came only a few decades ago via New York City, when job opportunities became scarcer there. Once a core of families was established in Buffalo, friends and relatives followed, often directly from the island. Because of their U.S. citizenship and their loyalty to their homeland, where they often maintain a pro-forma residence, their exact number is difficult to assess...The 1980 Census lists only 8,059 persons or .8% of Puerto Rican origin, whereas Puerto Rican community organizations estimate their total number to be above 20,000 or 2% of the entire area, not including other Hispano-Americans, e.g. Mexicans and Cubans, which would raise tht total by at least another 5,000...The representation and proportion of foreign languages still spoken in and around Buffalo...is quite different...According to the 1970 U.S. Census,... 10.7% (of the Polish community) and 6.1% (of the Italian community)... still used the home language, and an even higher percentage of Puerto-Ricans reported to be still using Spanish.
>
> On the non-English side, we find Buffalo's many foreign immigrant languages, still spoken by almost 30% of the present population. Some of them, like German, Polish, Italian, and Spanish, during their long and intensive contact with English, have developed American varieties so different from the original home language to be almost unintelligible with it. This difference is so well recognized by their speakers and outsiders alike that some varieties, which we call bilingual dialects of immigrant languages, have been given proper names: 'Polonian' for American Polish, with a slightly derogatory connotation; 'Spanglish', quite derogatory, or 'Neorriqueño' (New York Puerto Rican) for Anglo-Spanish..."
>
> Finally, as long as there are still locally highly concentrated ethnic communities and even a modest number of newcomers, there always remains a small percentage (little more than 1%) of Buffalo's residents who do not have a really functional command of English and have to be considered mono-lingual in their native immigrant language. This does not apply to some very recent arrivals, e.g. Laos or Vietnam, but can be found among some elderly members of the Puerto Rican community who have recently joined their younger relatives in Buffalo and even among their older generation of Polish immigrants who came from fairly modest rural backgrounds.
>
> (Vol. X, Nos. 3-4, Summer-Fall 1984)

It is therefore apparent that Hispanics, according to all three sources, do speak both English and Spanish. However, for most Spanish is the language used in the home, thus making it their primary language. For still others, English is the primary language. Much of the Spanish spoken is a dialect of the Spanish originally spoken in country of origin. It is also concluded that, given that Puerto Ricans are the largest sub-group of Hispanics in the Northeastern United States, that Puerto Ricans' status as American citizens combined with frequent travel to and from the island have the greatest influence on the languages spoken in the Hispanic community locally.

One other factor that has a major impact on language, in my opinion, is the close proximity of the countries of origin, e.g. Puerto Rico, the Dominican Republic, etc. as well as Mexico. In the case of Puerto Ricans, who have free access to travel via their citizenship, the countries of origin take on the practical status of

another state. This includes the ability to maintain familial ties, friendships, business associations, etc. in much the same way that someone who lives in one state maintains key relationships in another state. Proximity of countries of origin also allows travel and communications to be fairly inexpensive unlike the costs associated with maintaining relationships with various people in a more distant country, e.g. European, Asian, etc. Therefore, it is expected that the use of both English as well as Spanish will always be the case for Hispanics unlike other immigrants or ethnic groups.

The answers to the questions first posed in this paper are, in reality, quite simple. Why don't Hispanics learn English? The answer is they do, but, for the most part, not exclusive to Spanish. Why don't they want to learn English? Again, the answer is that they do, but not to the exclusion of Spanish. The mechanics of learning another language must be mastered by Hispanics as with any other group of people. This, of course, takes time and varies widely from person to person. Even with the willingness to learn, Spanish will always be spoken and, thus, identity maintained, by Hispanics for it means the ability to communicate with one's own family, friends, and other people significant in their lives.

FEEL FREE TO CALL 634-8462
TO PLAN A CROSS-CULTURAL SEMINAR FOR YOUR GROUP!

UNDERSTANDING AFRICAN-AMERICANS

GROUP ACTIVITIES

In order to continue in a positive and productive manner, let's agree to the following:

1. Be honest
2. Recognize why we are here
3. Never assume
4. Be sensitive
5. Be alert of myth and reality
6. Take responsibility for establishing bonds
7. Listen to the speaker before responding
8. Speak only for yourself
9. Strive for mutual respect
10. Be forgiving
11. Understand our commonalty
12. Dare to risk

STEPHANIE BARBER
c/o Paula Alcala Rosner
716-634-8462

VIEWPOINTS EXERCISE

UNDERSTANDING AFRICAN-AMERICANS
Exercise #4

Instructions: Please write A, B,or C next to each of the following statements/questions. These statements have been designed to gain a better sense of particular views. There are no incorrect responses. If you would like to enter more than 1 response, please feel free to do so.

Enter A if the statement or question posed reflects your view toward African-Americans. This is something you think or believe now.

Enter B if the statement or question posed reflects your past view toward African-Americans. This is something you used to think or believe.

Enter C if the statement or question posed reflects something that has never occurred to you. You do not identify with the underlying thought.

Leave blank if you're not sure whether the statement or question reflects you view. You've just never thought about it.

STEPHANIE BARBER
c/o Paula Alcala Rosner
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VIEWPOINTS

_____ 1. I don't understand what do minorities want?

_____ 2. It's hard to understand what minority people are saying.

_____ 3. On the whole, the educated, the upper class, the emotionally mature, and the deeply religious are much less racist.

_____ 4. Other ethnic groups had to struggle. Why does this group feel conditions should be different?

_____ 5. Angry Black people make me feel so helpless!

_____ 6. Racism exists only where minorities exist.

_____ 7. Sometimes I feel that "No matter what is done, it isn't enough to suit black people."

_____ 8. If you could just get people feeling good about themselves, there would be less racism.

_____ 9. Black power means Violence.

_____ 10. Black people hate each other.

_____ 11. I'm not a racist, but when it comes right down to it, I wouldn't marry a Black person.

_____ 12. I should not be held responsible for the deeds of my ancestors.

_____ 13. Minorities must be present in order for Whites to make progress.

_____ 14. It is not to be pro-black without being anti-white

_____ 15. I believe in justice and equality as long as people don't have to challenge the law. Example protests and sit-ins

_____ 16. The most important thing Blacks need are education and the vote.

_____ 17. White people should not have to integrate if they don't want to.

_____ 18. Love can be legislated.

_____ 19. Every person should be judged on their accomplishments and character, regardless of race.

_____ 20. Some of my best friends are black.

_____ 21. Whites should get more appreciation and thanks for what they are doing to help Blacks.

_____ 22. On the basis of statistics it is true that there is a higher crime rate in the black community.

_____ 23. Most Black people live in the ghetto.

_____ 24. Black people are more aware of their feelings and are inclined to be more expressive than other groups.

_____ 25. Black people hold white people responsible for slavery.

_____ 26. If Black people were in charge of the government, White people would suffer.

SENSITIVITY ASSESSMENT: MINORITIES

PERSONAL FEELINGS

WHEN _____ ARE AROUND ME, I
(ethnic group)

FEEL_____

_____

_____

THIS _____ FEELING INCREASES WHEN/IF _____
(describe)

_____

_____

_____

I FEEL THIS WAY BECAUSE _____

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_____

I HAVE FELT IN POWER WITH THIS GROUP WHEN

I_____(action) _____

_____

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CULTURAL SENSITIVITY WORKSHOP - S. BARBER - BUFFALO NEW YORK

PERSONAL CONTRACT

BEGINNING TODAY, I WILL WORK TO IMPROVE RACE RELATIONS AND THE INCLUSION OF PEOPLE OF ALL CULTURAL GROUPS IN MY PERSONAL AND PROFESSIONAL CIRCLE OF INFLUENCE BY TAKING THE TWO STEPS.

I MAKE A PLEDGE TO MYSELF TO:

1._____

_____

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2._____

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SIGNATURE

_____

DATE

CULTURAL SENSITIVITY WORKSHOP - S. BARBER - BUFFALO NEW YORK

Paula Alcala Rosner, Consultant
25 Sandhurst Lane
Williamsville, New York 14221-3154

A CROSS CULTURAL TRAINING HANDOUT

POINTERS FOR SERVICE DELIVERY TO CULTURALLY DIVERSE COMMUNITIES

1 Accept people on their own terms. Never give the impression that you are trying to "make them over".

2 Establish community trust. Never say you are going to do something if you can't. Better to say "I'll try my best" than "I will".

3 Offer services in TWO languages, e.g. Spanish and English. If you're not fluent, say so, but at least try to pronounce words, especially names, properly. Even the valiant effort is a significant sign of respect.

4 Understand that clients come with a "cluster" of problems. You can't solve them all, but networking makes a difference.

5 Never give the impression that you will gossip about anyone. Client confidentiality and privacy are imperative. Remember, a client must swallow a lot of pride to ask an outsider for help---even someone from their own culture.

6 Show as much sincerity as possible without appearing maudlin. Never give the impression that this is just a job to you, but that you are there, because you genuinely care.

7 As time permits, listen to a client's family news. Inquiries regarding the health of family members is considered a sign of respect.

8 Remember that elders---senior citizens---command respect automatically by virtue of their age. Culturally, their complaining or general fusiness is to be tolerated by everyone.

9 Always remember to be courteous. Say "please", "thank you", "you're welcome", etc. in either English or the language of the client.

10 Never appear condescending even if you are trying to impress someone with your expertise.

11 Successful service delivery demands an advocacy mentality.

FEEL FREE TO CALL 634-8462
TO PLAN A CROSS-CULTURAL SEMINAR FOR YOUR GROUP!

Paula Alcala Rosner, Consultant
25 Sandhurst Lane
Williamsville, New York 14221-3154

CROSS CULTURAL TRAINING
WORKSHOP EVALUATION

date of workshop: 7-11-90 site: SUNYAB Library, Amherst Campus

Please add your comments regarding specific topics in the space provided following each topic rating. Space is provided for additional comments on the back of the page.

Please rate the workshop as a whole on a scale of 1 to 5, 1 being poorest and 5 outstanding. Circle your choice.

quality 1...2...3...4...5
value 1...2...3...4...5

Please rate the various segments of the workshop on a scale of 1 to 5, 1 being poorest and 5 outstanding. Circle your choices.

Handouts
quality 1...2...3...4...5
value 1...2...3...4...5

Overview of cultural diversity
quality 1...2...3...4...5
value 1...2...3...4...5
group exercise 1...2...3...4...5
trainer 1...2...3...4...5

Understanding Asians
quality 1...2...3...4...5
value 1...2...3...4...5
group exercise 1...2...3...4...5
trainer 1...2...3...4...5

Understanding Hispanics
quality 1...2...3...4...5
value 1...2...3...4...5
group exercise 1...2...3...4...5
trainer 1...2...3...4...5

Understanding African-Americans
quality 1...2...3...4...5
value 1...2...3...4...5
group exercise 1...2...3...4...5
trainer 1...2...3...4...5

(continued)

Role play session
quality 1...2...3...4...5
value 1...2...3...4...5
trainer(s) 1...2...3...4...5

_____
_____

Closing session, "What do I do with what I've learned?"
quality 1...2...3...4...5
value 1...2...3...4...5
group exercise 1...2...3...4...5

_____
_____

Cross Cultural Training is a new field, so your comments are particularly important. Your feedback allows us to more adquately analyze and refine the materials and the way they are presented. Please tell us what you think and RETURN THIS EVALUATION BEFORE YOU LEAVE. If you forget, please mail it to Paula Alcala Rosner, 25 Sandhurst Lane, Williamsville, New York 14221-3154.

Any additional comments?_____

_____

_____

_____

University of California at Berkeley

Library Training Opportunity

VALUING DIVERSITY

The Library Human Resources Department is presenting a series of three informal workshops for all Library employees. Our goals in providing this opportunity for all academic and staff employees:

- To foster open communication with and about all of us
- To encourage appreciation of our differences
- To improve understanding of our similarities

All sessions will be held in Room 322, Doe Library from 1:30 to 3:00pm

Session	Date	Guest Discussion Leader
I. MANAGING DIFFERENCES Shows managers how to recognize talent and how to develop and motivate diverse employees. Illustrates how ethnic stereotypes and real cultural differences affect management.	Wednesday, November 15, 1989	Elena Minor Acting Director Staff Affirmative Action
II. DIVERSITY AT WORK Shows employees how to succeed in the multicultural organization. Addresses their responsibility for self-development and examines their relationship with co-workers and supervisors who may be different from themselves. Show how perceived as well as real cultural differences affect teamwork amnd an individual's ability to advance.	Wednesday, November 29, 1989	Carmen McKines Title IX Coordinator Chancellor's Office
III. COMMUNICATING ACROSS CULTURES Examines differences in communication styles. Shows the misunderstandings thatn can result when people of different national origin or ethnic background try to communicate. Models for more effective communication are provided.	Wednesday, December 6, 1989	Elizabeth Eberle Campus Employee Relations Representative to The Library

Please check with your supervisor and reserve for all three sessions with Sam at extension 2-3778

ALL EMPLOYEES ARE WELCOME!

RECEIVED
SEP 11 1990
LIBRARY OFFICE

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO
SANTA BARBARA • SANTA CRUZ

OFFICE OF THE LIBRARIAN
SANTA BARBARA, CALIFORNIA 93106

September 1, 1990

TO: LAUC Members

FR: Sylvia Y. Curtis, Acting Chair, LAUC Ad Hoc Committee for Regional Workshops on Cultural Diversity in Libraries (Lillian Castillo-Speed (B); Rafaela Castro (D); Richard Chabran (LA); Araxie Churukian (R); Patrick Dawson (I); Tami Echavarria (SD); Edith Fisher, Chair (SD); Floyd Gaffney (SD); Adan Griego (SB); Carol Yates-Imah (SF); Eluid Martinez (R); Vivian Sykes (SC); Co-authors: Joan Ariel (I); Ellen Broidy (I)

RE: Issue Papers for Campus Discussion on Cultural Diversity

LAUC will host its first conference on achieving cultural diversity in libraries, Monday, October 15, at UCLA. This first "LAUC Cultural Diversity Workshop" is funded with major support from the Office of the President. The goal of the workshops is to produce a set of recommendations for the Office of the President on diversity in libraries. To initiate discussion on the issues, members of the committee and invited co-authors have written the attached papers which describe background, issues and recommendations by topic:

--bibliographic access
--bibliographic instruction
--collection development
--recruitment
--reference services

We hope these papers will generate fruitful discussions at each campus and lead to a set of campus recommendations on the issues. Representatives from each campus will report on the results and, along with others interested in these areas, will further refine the recommendations into a single set of recommendations for each issue. The committee will forward its report along with a set of finalized recommendations based upon the results of the October workshops, to the LAUC Executive Board for discussion and adoption at the Fall Assembly in Santa Barbara.

President Gardner has called for a "reinvigorated" effort to increase the number of women and minorities in the UC community. He has also expressed a commitment to achieving cultural diversity in the UC system on all fronts of academic life.

Individual libraries have already begun to tackle these issues in a variety of ways. The papers and October workshops are another way to explore how these individual efforts can be used as building blocks for programs that could be adopted systemwide.

Recognizing the importance of this enterprise and our collective responsibility to develop and justify strong recommendations that will successfully go forward and be implemented by the Office of the President, library administrators, LAUC and its members, we urge you to help shape the future by:

**reading the issue papers

**participating in your campus forums to understand issues, voice concerns and make both long- and short-term recommendations;

**relaying your comments and recommendations to your Diversity Committee member, your workshop representative(s) and/or chair of your campus LAUC;

**partcipating in the cultural diversity workshop in October.

Please feel free to call your campus Diversity Committee member, your local LAUC chair, or myself if you have questions.

Encls:

Issue Papers:
- Bibliographic Access to Ethnic Collections within the University of California
- Bibliographic Instruction for Resources on Cultural Diversity in UC Libraries
- Collection Development for Culturally Diverse Materials in UC Libraries
- Recruitment and Advancement of Racial and Ethnic Librarians
- Reference Services for Cultural Diversity in UC Libraries

LAUC Cultural Diversity Workshop Registration Form
Directions to UCLA

LAUC Cultural Diversity Issue Papers

Bibliographic Access to Ethnic Collections
within the University of California

•

Bibliographic Instruction for Resources
on Cultural Diversity in UC Libraries

•

Collection Development for Culturally Diverse Materials
in UC Libraries

•

Recruitment and Advancement of Racial and Ethnic Librarians

•

Reference Services for Cultural Diversity
in UC Libraries

Prepared for use at the

LAUC Cultural Diversity Workshops
(October 15, 1990, UCLA Faculty Club)

by the

LAUC Ad Hoc Committee for Regional Workshops on Cultural Diversity in Libraries

Lillian Castillo-Speed (B)
Rafaela Castro (D)
Richard Chabran (LA)
Araxie Churukian (R)
Sylvia Y. Curtis, Acting Chair (SB)
Patrick Dawson (I)
Tami Echavarria (SD)
Edith Fisher, Chair (SD)
Floyd Gaffney (SD)
Adan Griego (SB)
Carol Yates-Imah (SF)
Eluid Martinez (R)
Vivian Sykes (SC)

Joan Ariel, co-author (I)
Ellen Broidy, co-author (I)

August, 1990

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Staff Bulletin

For bulletin board posting or circulation.

INDIANA UNIVERSITY

Cultural Diversity Training

Four new seminars dealing with Cultural Diversity will be offered this fall to IU staff. To register for any of the following, please call 855-3028 or send a memo to Training & Development, Human Resources Management, Poplars 112, stating the course number, your name and social security number, department, departmental address and phone number. For programs having a fee, please include your departmental account number or enclose a personal check payable to Indiana University.

Managing Diversity M737A (Fee: $25)
November 5, 1990, 8:30 am-4:30 pm, Sassafras Room, IMU
Program Leader: Susan El-Shamy

Today's diverse workforce includes increasingly larger numbers of women, minorities and people from various cultures. This workshop is for those who supervise/manage others and presents the skills necessary to gain the full cooperation and participation of all members of a diverse workforce. It will focus on specific issues and strategies for effectively managing diversity.

Working Together: Bridging the Difference G710A (Fee: $25)
November 6, 1990, 8:30 am-4:30 pm, Sassafras Room, IMU
Program Leader: Susan El-Shamy

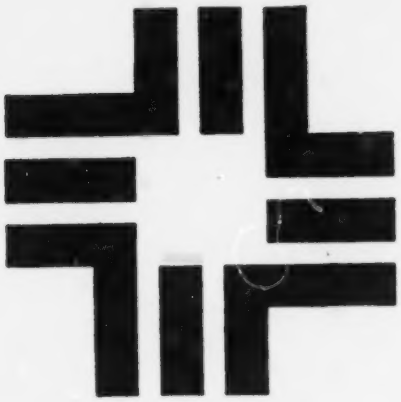
This one-day workshop investigates the many differences that can set up interpersonal barriers at work and presents concepts and techniques to increase awareness, understanding and cooperation in a culturally diverse workforce.

Cross Cultural Insights: Communicating with the International Student G712 (no fee)
November 13, 1990, 9:00 am-12:00 pm, Poplars 119
Program Leaders: Lillian Koziol and Susan Snider-Salmon

There are over 2000 international students and scholars from over 110 countries at IU-Bloomington. This workshop will focus on ways to understand and communicate with this diverse population.

Men and Women in the Workplace G715A (Fee: $25)
November 27, 1990, 9:00 am-4:00 pm, Sassafras Room, IMU
Program Leader: Susan El-Shamy

As more women enter the workplace and men and women work closely together, gender issues and conflicts between the sexes may arise. This workshop looks at stereotypes; sex-based assumptions; differences in male and female cultures and gender conditioning in us all and helps us to work together beyond sex roles and stereotypes.



OVERCOMING RACISM

EXPLORING THE VALUE OF DIVERSITY

THE UNIVERSITY OF MICHIGAN LIBRARY

This two-part program is designed for all Library staff to begin the process of gaining a clearer understanding of the issues facing The University of Michigan and to work together as a team, as part of the campus community, to overcome racism.

During these sessions participants will begin the process of:

Gaining a clearer understanding of what racism is:

--its roots,
--its attractions
--its dangers

Exploring the issue of racism as it pertains to:

--Library staff working together
--the services the Library provides to the University of Michigan community

Assisting in the development of a clearer vision for guiding the University Library toward a genuine "celebration of diversity".

The University of Michigan Library

Program Leader and Invited Speaker:

Frances Kendall, Ph.D., Consultant on Managing Diversity in the Workplace

Dr. Kendall has been consulting on issues of diversity for the past 10 years. Most recently Dr. Kendall has worked with members of the American Library Association.

Dr. Kendall's expertise includes:

--designing and developing workshops on issues of difference such as race, sex, or management style

--training in seminars and workshops on issues of difference

Dr. Kendall received her Ph.D. from the University of North Carolina, Chapel Hill. Her dissertation topic was: "Teachers' racial attitudes and their use of 'Diversity in the Classroom'".

Invited Speaker:

Vivian Sikes, Librarian
San Francisco Public Library, Bernal Branch

Ms. Sikes, a recent speaker at the ALA pre-conference, "Librarians as Colleagues, Working Together Across Racial Lines" received her Masters of Library Science degree from the University of California, Berkeley. She was awarded the 1987 Managerial Excellence Award from the Mayor's Fiscal Advisory Committee.

The University of Michigan Library

PART I

Monday, March 28, 1988

Rackham Amphitheater

9:00 - 11:00 a.m.

Speakers:

"Library Commitment to Diversity"

Carla Stoffle

"Factors in the Perpetuation of Racism on Campus"

Frances Kendall, Ph.D.

"Barred Dreams in a Room of Endless Possibilities"

Vivian Sikes

No sign-ups are necessary for the program.

Refreshments will be available in the Assembly Hall 8:30 - 9:00.
The Program will begin promptly at 9:00.

All Library Staff are invited to attend.

The University of Michigan Library

PART II

Seven 1/2 day workshops will be conducted by Dr. Frances Kendall. Each session is designed to accommodate 45-50 people. All regular library staff are requested to attend one session.

	Morning Sessions	Afternoon Sessions
Tuesday, March 29, 1988	9:00 - 12:00	1:30 - 4:30
Wednesday, March 30, 1988	9:00 - 12:00	1:30 - 4:30
Thursday, March 31, 1988	9:00 - 12:00	1:30 - 4:30
Friday, April 1, 1988	9:00 - 12:00	

All sessions will be held in the Kunzel Room, Michigan Union

During these sessions Library staff members will:

--participate in exercises on how we perceive ourselves and others
--develop personal and institutional goals and action plans

LIBRARY STAFF FACILITATORS

Each session will have 4 or more Library Staff members assisting Dr. Kendall

Gayle Ackley	Business & Finance
Lucy Cohen	Personnel
Robert Diaz	Reference, Undergraduate Library
Rebecca Dunkle	Administration
William Gosling	Administration
Sharon Herald	Personnel
Robert Houbeck	Serials
Elaine Jordan	Serials Acquisitions
Jean Loup	Documents Center
Carla Montori	Preservation Office
Carla Stoffle	Administration
Hattie Summerhill	Personnel
Dolores Yang	Monograph Cataloging

In order to coordinate sign-ups for Part II sessions, library units should designate one person who will be responsible for signing-up all unit staff members. Sign-up by calling Library Personnel Office (4-2546) or message Library Personnel Office.

OVERCOMING RACISM

EXPLORING THE VALUE OF DIVERSITY

THE UNIVERSITY OF MICHIGAN LIBRARY

PART I

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"Library Commitment to Diversity"

Carla Stoffle, Deputy Director
University Library

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The University of Michigan Library

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PART II

Seven 1/2 day workshops will be held during the week of March 28. Each session is designed for 45-50 people, in order to give all library staff the opportunity to participate.

	Morning Sessions	Afternoon Sessions
Tuesday, March 29, 1988	9:00 - 12:00	1:30 - 4:30
Wednesday, March 30, 1988	9:00 - 12:00	1:30 - 4:30
Thursday, March 31, 1988	9:00 - 12:00	1:30 - 4:30
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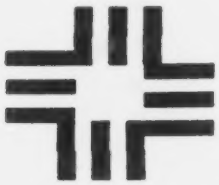
All sessions will be held in the Kunzel Room, Michigan Union



UNIVERSITY LIBRARY

FALL 1989

STAFF DEVELOPMENT PROGRAM

VALUING DIVERSITY

This workshop is designed as an orientation for library staff who were appointed after March 31, 1988. Similar workshops were held for all library staff between March 29 and April 1, 1988. The focus of this program is to provide staff members with a clearer understanding of the Library's special role in accommodating and promoting pluralism in all of its rich forms. During the session participants will gain a clearer understanding of racism and personal prejudices and learn how stereotypes are formed and how they can affect interactions with others. The workshop will provide opportunities to explore the issue of racism as it pertains to library staff working together and the services the Library provides to the University of Michigan community.

Choose one of the four times this workshop is being offered:

Date:	Tuesday, November 7, 1989
Times:	8:00 am - 12:00 noon or 1:00 - 5:00 pm
Place:	Michigan Union - Pond Room
Date:	Wednesday, November 8, 1989
Time:	8:00 am - 12:00 noon
Place:	Michigan Union - Pond Room
Date:	Thursday, November 9, 1989
Time:	1:00 - 5:00 pm
Place:	Michigan Union - Anderson Room CD
Audience:	All staff appointed after March 31, 1988
Facilitator:	Frances Kendall, Ph.D., Consultant on Managing Diversity in the Workplace

==========

MANAGING A CULTURALLY DIVERSE WORKFORCE

Supervisors in the multicultural work force need special skills and sensibilities to manage people who are different from themselves and to function effectively as part of a diverse team.

This workshop will help you to build these skills and sensibilities by:

* Looking at how our own biases, perceptions, and expectations about work affect our managing of others
* Examining what it means to manage in a diverse work place
* Identifying work styles (your own and others) and exploring how they might be related to culture

It will help you to answer such questions as:

* How do you recruit and retain people who are different from most of the people you manage?
* How do you evaluate people who are different from you?
* How do you mentor people who are different from you?

This workshop will help you to identify the extra needs <u>you</u> have in managing, the additional skills <u>you</u> need and how <u>you</u> might have them met.

All supervisors and managers of regular staff are strongly encouraged to attend this workshop which has been designed especially for our library.

Choose one of the three sessions below:

Dates:	Wednesday, March 7, 1990 Thursday, March 8, 1990 Friday, March 9, 1990
Times:	9:00 am - 5:00 pm
Place:	Michigan Union -- Pond Room
Audience:	Those who supervise regular staff
Facilitator:	Frances E. Kendall, Ph.D., Consultant on Managing Diversity in the Workplace

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CROSS-CULTURAL COMMUNICATION WORKSHOPS

During the Fall 1989 term, Kay Clifford of the International Center conducted a beginning Cross Cultural Communication workshop designed for library staff. Many people who attended that workshop requested that we ask Kay to continue with her intermediate and advanced workshops in this series. Kay has adapted the intermediate and advanced sessions for library staff, and both will be offered this term. Since each workshop builds on the sensitizing and skill-building of the last, you must have taken the previous session in order to register for each successive session. Staff members who attended the beginning session in November may register for both the intermediate and advanced sessions until they are filled.

Cross-Cultural Communication, Intermediate
This four hour workshop has a focus on interpersonal communication. Factors that affect communication will be covered and different styles of communication will be discussed, including majority culture American style and some minority styles. Strategies for communicating with foreigners whose culture you know little about will be discussed.

Date:	Friday, February 16, 1990
Time:	8:00 am - 12:00 noon
Place:	Michigan Union -- Pond Room
Prerequisite:	Cross-Cultural Communication, Beginning
Facilitator:	Kay Clifford, Program Director, International Center

Cross-Cultural Communication, Advanced
This four hour workshop has a focus on American majority culture and how majority American cultural values affect communication with minorities and with people from other countries. This workshop is highly interactive and includes a simulation designed to give the effect of visiting another culture.

Date:	Friday, April 20, 1990
Time:	8:00 am - 12:00 noon
Place:	Michigan Union - Pond Room
Prerequisite:	Beginning and Intermediate sessions
Facilitator:	Kay Clifford, Program Director, International Center

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any." --Mahatma Gandhi

"How could I, as me, meet these new people? How would I have to change? What of me was superficial and might be sacrificed, and what need I keep to remain myself?" --Lawrence of Arabia

==========

STAIRS AND STARES AWARENESS TRAINING SEMINAR

This seminar is open to all library staff. It is intended to increase your sensitivity to architectural and attitudinal barriers and your responsiveness to persons with disabilities, especially in a library setting. Student assistants, specifically those who work in public service areas, are strongly encouraged to attend.

Date:	Tuesday, January 30, 1990
Time:	9:00 - 11:00 am
Place:	Michigan Union - Pond Room
Audience:	All staff members
Facilitators:	Darlys Vander Beek, Director, Services for Students with Disabilities and Brian Clapham, Affirmative Action Office

==========

University Library

Summer Film Festival 1989

THURSDAY, AUG. 3 **UNFINISHED BUSINESS**

8:30 am to 10:30 am, 120 UGL

An Academy Award-nominated film by Steven Okazaki, about three Japanese-Americans who refused to be among the over 110,000 men, women and children sent to internment camps in the United States in WWII. Each of the men was convicted and imprisoned for violating presidential executive order 9066. The film intersperses their personal stories with archival footage of the wartime anti-Japanese frenzy.

WEDNESDAY, AUG. 9 **ALICE WALKER: A PORTRAIT IN THE FIRST PERSON**

12 noon to 2:00 p.m., Rooms 4 and 5, Michigan League

The author of the Pulitzer Prize-winning novel *The Color Purple* discusses such topics as her triumph over poverty, her deep sense of personal mission, family violence, and the position of black women in the United States.

(also shown at the same time) **MAYA ANGELOU**

Part of the PBS series "Creativity with Bill Moyers", highlights noted author Maya Angelou's visit to her hometown of Stamps, Arkansas, where she reflects on her early years, and the effects of memory and experience on the creative process.

THURSDAY, AUG. 17 **INDIANS, OUTLAWS, AND ANGIE DEBO**

10:00 am to 12 noon, 1010 Dow, and 2:00 pm to 4:00 pm, 120 UGL

A profile of Dr. Angie Debo, whose ground-breaking research into the history of the state of Oklahoma has excited both admiration and controversy. Debo (in her 90's - she died in 1988 at the age of 98) discusses her life and work, including her discovery and publication of evidence that the government conspired to deprive Native Americans of their land. 55 minutes

(also shown at the same time) **LOUISE ERDRICH/MICHAEL DORRIS**

Part of the Bill Moyers' World of Ideas series, an interview with husband and wife authors whose writings (including non-fiction, stories and novels) reflect their Native American heritage. 30 minutes

TUESDAY, AUG 22 **STAND AND DELIVER**

12 noon to 2:00 pm, Rooms 4 and 5, Michigan League

A feature film which tells the true story of Jaime Escalante, a math teacher at Garfield High in East Los Angeles, who inspires 18 inner city kids to study long and hard against difficult odds and take an Advanced Placement Calculus exam that less than 2% of the nation's high school students can pass. With Emmy Award-winner Edward James Olmos, star of "Miami Vice", called by critics the "best Hispanic-American actor of his generation", and Lou Diamond Philips, who played Richie Valens in "La Bamba." (1988) 103 minutes

For the Aug. 9 and Aug. 22 noon hour showings: food and beverages may be purchased in the Michigan League dining room across the hall, or in the downstairs coffee shop, and brought to Rooms 4 and 5.

A discussion period will follow each film showing. Comments and suggestions may be made to any member of the Planning Committee: Elaine Jordan-Serials (chr), Ann Davis-Nat Sci, Bob Diaz-UGL, Karen Downing-UGL, Rebecca Dunkle-Dev, Hattie Summerhill-Pers. Special thanks to Karen Sayer and the Film and Video Library staff for their assistance in obtaining and showing the films.

PLEASE CIRCULATE

University Library

Diversity Film Festival - Fall 1989

• ALL FILMS WILL BE IN THE MICHIGAN UNION •
• 12 NOON - 2:00 PM •

BEFORE STONEWALL: The making of a gay and lesbian community
FRIDAY, NOV. 17 ANDERSON ROOM C&D

This award-winning documentary traces the history of lesbians and gay men in the United States before the 1969 Stonewall Bar riots, which marked the beginning of the gay rights movement. Archival film footage chronicles the social, political and cultural development of the gay community. Includes interviews with noted homosexual authors and activists, including Audre Lorde and Allen Ginsberg. 87 minutes.

KEEPING THE FAITH
WEDNESDAY, NOV. 22 KUENZEL ROOM

From the **Frontline** series, this film describes how the black church has helped in the liberation of black people. Shows how the church today is a source for spiritual renewal, and how these churches continue to attract new members. 58 minutes.

VOICES AND VISIONS: Langston Hughes – The dream keeper
FRIDAY, DEC. 1 KUENZEL ROOM

On-location footage in Senegal, France, Kansas and New York's Harlem chronicles the life and work of this unique poet. The influences of jazz, the blues and gospel are evident in performance of Hughes' lyrics. Contemporary writers explore his broad and varied influence on their work. 60 minutes.

WHO KILLED VINCENT CHIN?
WEDNESDAY, DEC. 6 KUENZEL ROOM

This Academy Award-nominated film recounts the brutal killing of a young Chinese-American engineer in Detroit, by a baseball-wielding white autoworker who, although he confessed to the crime, never spent a day in jail. An examination of the (failure of) the American justice system, and of the effects on the families of the victim and his attacker. 90 minutes.

(FILM TO BE ANNOUNCED)
TUESDAY, DEC. 12 KUENZEL ROOM

You may buy lunch in the MUG (basement food court in the Michigan Union) and bring it upstairs to the film showings. Brown bag lunches are also permitted.

University of Minnesota

Office of Equal Opportunity and Affirmative Action

SUMMARY

* Overview
* Program Content
* Program Format
* Program Goals

Part I

EEO Concepts Test

EEO Case Study

Myths & Realities of Affirmative Action

Managing Differences

Part II

How We Got Where We Are

Communicating Across Cultures

Three Steps to Diversity

The Personal Contract

* Program History
* Equipment Needs
* The Presenter

The BUILDING CULTURAL BRIDGES Program

Overview

Based on the Workforce 2000 report from the Department of Labor, there are some drastic changes taking place in the American work force. These changes could call for extensive modification of the way America conducts business. We could also experience significant changes in our educational and social environments. Because of these anticipated changes, we can expect some long held values to be challenged.

In order to meet the challenge, we must re-examine, individually and organizationally, the assumptions behind many of our policies and practices. We must accept the fact talent is without color or gender. And finally, we must create an environment in which all persons are enabled and supported in their efforts to reach their full potential.

Program Content

BUILDING CULTURAL BRIDGES is a program designed to challenge the entire university community to review some of its closest held beliefs about differences. It was designed as part of a leadership or management/staff development program.

THE CENTRAL THEME is preparing for and meeting the challenge of a diverse workforce.

TOPICS INCLUDE: EEO concepts, theories of discrimination, myths and realities of affirmative action, managing differences, classifying and processing stereotypes, communicating across cultures, three steps to diversity, organizational assessment and potential problem analysis.

BUILDING CULTURAL BRIDGES uses self-testing, case studies, small group exercises, slide presentations, videos, learning assessments, lectures and personal contracts to relay its messages. The program is based on adult learning strategies and relies on active involvement of the participants.

Program Format

THE PROGRAM IS DIVIDED INTO PARTS I AND II. Part I forms the basis on which Part II builds. Part I revisits Affirmative Action and Equal Opportunity with a focus on understanding the concepts and theories behind them rather than simply restating them. Part II challenges one's beliefs through introspection and organization analysis. It also provides the blue print for the personal journey of each participant.

Each of the parts was designed as an 8 hour workshop to be scheduled between one month and six weeks apart. The design format was modular, however, thereby permitting the requesting department to select segments of the program for presentation depending on the needs of the department. This approach also provides for reducing the contact hours of the workshops to two - four - and six hour segments.

CRITERIA FOR ELIGIBILITY: It is anticipated that the requesting department will have long term or ultimate training objectives identified or in the process of identifying them at the time of the request to participate in the Building Cultural Bridges Program. This program should be a "piece" of the ongoing training.

Program Goals

PART I - The goals for Part I are for participants to: Have a slightly better understanding of affirmative action concepts and EEO law; Begin to question whether what one hears about affirmative action is myth or real; Recognize how cultural assumptions may affect an individual's decision making.

PART II - The goals for PART II are: To provide a means whereby each participant will be able to examine his/her closest held - beliefs about diverse groups; To provide a non-threatening environment in which to discuss differences; To expose each participant to the personal journey each of us must take in order to begin to value diversity.

Annotated Agenda - Day One

PART I

EEO CONCEPTS TEST

A 15 minute self-scoring test used as a "break-the-ice" exercise designed to get participants involved in the training. Asks 12 questions about various topics in EEO law. It also serves as an instructional tool.

EEO CASE STUDY

A small group exercise using the case study method to examine issues of discrimination using actual court cases. The groups will identify the issues, determine whether or not the organization discriminated and why or

why not. Reports of the group's decision will be made to the larger group. The ensuing discussion covers the three most prevalent theories of discrimination with examples for each.

MYTHS AND REALITIES OF AFFIRMATIVE ACTION

A slide presentation which reviews the concepts of best qualified, lowering standards, quotas, preferential treatment and reverse discrimination. Uses trends in the workplace, court cases and other material to present its points.

MANAGING DIFFERENCES

A 30 minute video about managing differences in the work place. Topics include membership in the club, the glass or invisible ceiling, stereotypes and assumptions, and cultural differences.

The video is followed by a small group exercise to have a focused discussion on the implications of the video for the participants' respective work places.

Annotated Agenda - Day Two

PART II

HOW WE GOT WHERE WE ARE

A 30 minute video of the Frontline program "A Class Divided" regarding the classification, processing, and reinforcement of stereotypical ideas.

Group Assignment

The video is followed by a small group project to identify four stereotypes each for several groups and to determine which are the most important stereotypes to eliminate in order to begin to value diversity.

COMMUNICATING ACROSS CULTURES

A 30 minute video "Communicating Across Cultures" which depicts 12 vignettes reviewing problems which often are encountered when attempting to communicate across cultures.

Group project

Each group will work on a project to identify the values of their respective organizations, methods of communicating those values, the extent to which all participants endorse those values and what potential problems would be involved in bringing various unrepresented groups into that particular work environment.

THREE STEPS TO DIVERSITY

A brief discussion on committing to, acting through and evaluating issues related to enhancing diversity and the personal journey each of us must take in order to begin to build cultural bridges.

THE PERSONAL CONTRACT

Each participant develops a personal contract taking into consideration the information to which he/she has been exposed, to enhance diversity in the individual's personal or work life some small, personal way.

Program History

The Building Cultural Bridges Program was developed in the Fall of 1987. Since then it has been presented wholly or in part over 50 times involving over 1500 participants on the University of Minnesota campuses, the Minnesota Department of Corrections and the Bush Summer Executive Fellows Program. On the post workshop evaluations, it has consistently received good to excellent ratings for content, format and relationship to the job.

Part III is currently in the developmental stage. It will consist of a clinical approach to problem solving for participants of Parts I and II who are attempting to implement diversity programs. Part III is expected to be completed in the fall of 1990.

Equipment Needs

The principle equipment needed to present these workshops include a 35 millimeter slide projector, a screen, a video cassette recorder/ player VHS format, and a monitor. Depending on the number of workshop participants, either a single 19 inch color monitor, several 19 inch color monitors or a big screen projector will be needed. The number of participants in the workshops has ranged from 6 to over 100. The ideal size is between 25 and 40. There will be additional space needed to serve as break-out areas for the small group discussions and exercises.

The Presenter

The **Building Cultural Bridges** program is presented by George T. Caldwell, Assistant to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota. George also developed the program. His experience includes Assistant to the Personnel Officer, University of Minnesota Libraries; Executive Director, Minneapolis Civil Rights Department; Assistant Director, Hennepin County Affirmative Action Programs Department; President, Minnesota State Affirmative Action Association; Chairperson, Intergovernmental Compliance Institute of Minnesota; and Founder and Member of the Board of Directors of the Minnesota Society for Open Communities.

George has presented workshops for over 15 years, locally and nationally.

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Building Cultural Bridges is a registered trademark.

* * * * *

For further information contact:

George T. Caldwell
Office of EO/AA
419 Morrill Hall
100 Church Street S.E.
University of Minnesota
Minneapolis, MN 55455

612/624-9547

UNIVERSITY OF MINNESOTA
Office of Equal Opportunity and Affirmative Action
(1/90)

BUILDING CULTURAL BRIDGES

OVERVIEW

Part I

GOALS: For participants to have a slightly better understanding of EEO laws and concepts; For participants to begin to question whether what each hears about affirmative action is myth or real; For participants to recognize how cultural assumptions affect their decision making.

EEO CONCEPTS TEST

A 15 minute self-scoring test used as a "break-the-ice" exercise designed to get participants involved in the training. Asks 12 questions about various topics in EEO law.

EEO CASE STUDY

Small group exercise using the case study method to examine issues of discrimination and reporting the group's decision. Covers the three theories of discrimination with examples for each.

MYTHS AND REALITIES OF AFFIRMATIVE ACTION

Slide presentation which reviews the concepts of best qualified, lowering standards, quotas, preferential treatment and reverse discrimination.

MANAGING DIFFERENCES

A 30 minute film about managing diversity in the workplace. Topics include membership in the club, the glass ceiling, stereotypes and assumptions, and cultural differences.

Small group exercise to have a focused discussion on the implications of the video for the participants' respective workplace.

PART II

GOALS: To provide a means by which each participant will be able to examine his/her closest held beliefs about diverse groups; To provide a non-threatening environment in which to discuss differences; To expose each participant to the personal journey each of us must take in order to begin to value diversity.

HOW WE GOT WHERE WE ARE

A 30 minute video "A Class Divided" regarding the classification, processing, and reinforcement of stereotypical ideas.

GROUP ASSIGNMENTS

A small group project to identify four stereotypes each for several groups and to determine which are the most important ones to eliminate in order to begin to value diversity.

COMMUNICATING ACROSS CULTURES

A 30 minute video "Communicating Across Cultures" which depicts 12 vingettes on problems encountered when attempting to communicate across cultures.

GROUP PROJECT

Each group will have a different assignment around a central theme of identifying barriers to effective communications across cultures.

THREE STEPS TO DIVERSITY

A brief discussion on the personal journey each of us must take in order to begin to build cultural bridges.

THE PERSONAL CONTRACT

Each participant develops a personal contract to enhance diversity in some way.

BUILDING CULTURAL BRIDGES

Part I

November 15, 1988

A G E N D A

I. INTRODUCTIONS
Barbara Doyle, University Libraries Personnel Officer
George Caldwell, Assistant to the Director
U of M Equal Opportunity & Affirmative Action Office

II. EEO Concepts Test
Testing
Review questions/score.

III. EEO Case Study
Overview of the hour and break into small groups.
Group exercise
Group presentations
Pictorials on Griggs covering three theories of discrimination.

IV. Myths and Realities of Affirmative Action
Discussion of Answers to EEO Concepts Test.
Lowering Standards
Setting Quotas
Forced Hiring
Bakke
Preferential Treatment

V. Managing Differences
Film
Open discussion - Professor John Taborn
Afro American Studies, University of Minnesota

VI. Affirmative Action U of M Style
Forms 16, 17 and 18 - Patricia Mullen, Director
Office of Equal Opportunity & Affirmative Action

VII. Summary and Wrap Up - Barbara Doyle

BUILDING CULTURAL BRIDGES

Case Study

The XYZ Company is a public utility. It has five departments. Administration, Engineering, Sales, Service and Labor. The pay scale was set so that the top pay in the Labor Department was less than the entry level pay in the other four departments. The practice was that all service technicians (which constituted about 80 % of the work force) had to start in the Labor Department and transfer to the other departments.

During the late 50's and early 60's, in an effort to upgrade its workforce, the XYZ Company established a set of criteria one would have to meet in order to transfer out of the Labor Department into one of the other departments. First, one would have to have a high school diploma. In addition, the person would have to attain a passing score on one of two standardized tests, the Bennet Mechanical Comprehension Test or the Wonderlic Personnel Test. With these credentials in hand, a person could transfer from the Labor Department to one of the other departments when openings occurred.

One leaving the Labor Department to enter one of the other departments, lost his/her seniority, however.

Prior to Civil Rights Act of 1964, the company employed no persons of color outside the Labor Department. Persons of color were simply not allowed to transfer out of the Labor Department. After the Civil Rights Act was passed, the XZY Company decided to comply with the law and end its discriminatory practices.

The Company began to admit persons of color to the tests and allow them to transfer. The Company applied the same standards to persons of color as it applied to everyone else when openings occurred. This meant that transferees would have to pass one of the standardized tests and have a high school diploma in order to transfer. The company recognized that the requirement of a high school diploma was an extreme disadvantage to many persons of color, in the area from which it recruited and hired, who did not have it. It decided to take some affirmative action measures and offered time off and financial assistance to any person on staff who wanted to complete the high school diploma requirements, including persons of color.

Some of the people of color took advantage of the offer and attained the high school diploma, passed the tests, and were transferred out of the Labor Department. One person of color decided to file suit claiming discrimination on the basis of race because of the requirements of a high school diploma and passing the standardized tests.

DECIDE: What are the issues?
Were the actions of the company legal and non discriminatory?
Why or why not?

MANAGING DIVERSITY

Self-Assessment checklist for Managers

To assess how hard you will have to work to effectively manage diversity, rate yourself on your responses to the statements below. Use a scale of 1 to 5 to rate how strongly you agree with the statements, 1 being low agreement and 5 being high.

Strongly disagree (1) disagree (2) neutral (3) agree (4) strongly agree (5)

___ I regularly assess my strengths and weaknesses, and consciously try to improve myself.

___ I am interested in the ideas of people who do not think as I think, and I respect their opinions even when I disagree with them.

___ Some of my friends or associates are different from me in age, race, gender, physical abilities, economic status and education.

___ If I were at a party with people outside my own group, I would go out of my way to meet with them.

___ I do not need to understand everything going on around me. I tolerate ambiguity.

___ I am able to change course quickly. I readily change my plans or expectations to adapt to a new situation.

___ I recognize that I am a product of mt up bringing and my way is not the only way.

___ I am patient and flexible. I can accept different ways of getting a job done as long as the results are good.

___ I am always asking questions, reading, exploring. I am curious about new things, people and places.

___ I am interested in human dynamics and often find myself thinking, "what's really going on here?"

___ I can see two sides on most issues.

___ I have made mistakes and I have learned from them.

___ In an unfamiliar situation, I watch and listen before acting.

__ I listen carefully.

__ When I am lost, I ask for directions.

__ When I don't understand what someone is saying, I ask for clarification.

__ I sincerely do not want to offend others.

__ I like people and accept them as they are.

__ I am sensitive to the feelings of others and observe their reactions when I am talking.

__ I am aware of my prejudices and consciously try to control my assumptions about people.

HOW TO SCORE: Total your answers. If your score is 80 or above, you probably value diversity and are able to manage people who are different from yourself - but you certainly have room for improvement. If your score is below 50 you probably experience much difficulty managing diversity and could benefit from further training.

Valuing Diversity PART I: MANAGING DIFFERENCES; Copeland Griggs Productions, San Francisco, CA

UNIVERSITY OF MINNESOTA
Office of Equal Opportunity and Affirmative Action
Building Cultural Bridges

A CLASS DIVIDED
Group Exercise on Stereotyping

Reflect on some of the stereotypical thinking you've heard around the campus (oe slsewhere) and list four words for each group that represent the stereotypes:

WASPS

_____
_____
_____
_____

Catholic Americans

_____
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Jewish Americans

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Disabled Americans

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Gay Americans

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Lesbian Americans

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American Indians

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Asian Americans

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African Americans

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Hispanic Americans

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Scandinavian Americans

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Elderly Americans

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Faculty

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Civil Service

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Students

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WASPS
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Catholic Americans
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Jewish Americans
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Disabled Americans
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Gay Americans
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Lesbian Americans
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American Indians
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Asian Americans
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African Americans
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Hispanic Americans
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Scandinavian Americans
_____

Elderly Americans
_____

National Library of Canada

Government of Canada / Gouvernement du Canada

MEMORANDUM **NOTE DE SERVICE**

TO / A: All Supervisors/
Tous les superviseurs

FROM / DE: Acting Director,
Personnel Services Division/
Directrice intérimaire
Division des services du personnel

SECURITY - CLASSIFICATION - DE SÉCURITÉ:

OUR FILE — N / RÉFÉRENCE:

YOUR FILE — V / RÉFÉRENCE:

DATE: 28/08/89

SUBJECT / OBJET

Training in Employment
Equity - Managing Diversity

Further to a recommendation of the Employment Equity Advisory Committee, I am pleased to announce the presentation of an employment equity workshop specifically on how to manage diversity in the workplace.

Gradual change has been occurring in the Canadian workforce. Each succeeding decade in this century has seen increased participation by women, indigenous peoples, disabled persons and visible minorities. Employment equity programs and initiatives have given employers the incentive to make job opportunities available to these groups. The Managing Diversity workshop has been designed by a private sector consultant to respond to the specific needs of managers who have to deal with the workforce change. I invite you to take advantage of this opportunity to acquire new skills in dealing with diversity in the workplace. The workshop is one day and will cost $100.00 per participant to be charged to the participant's branch budget. You are requested to register by October 4, 1989.

Formation en équité en matière
d'emploi - Gestion des diversités

Suite à une recommandation du Comité consultatif sur l'équité en matière d'emploi, je suis heureux d'annoncer que l'on offrira un atelier sur l'équité en matière d'emploi spécifiquement sur la gestion des diversités en milieu de travail.

Le visage culturel du marché du travail au Canada est en train graduellement de se modifier. Durant les dernières décennies, la participation des femmes, des autochtones, des minorités visibles et des personnes atteintes d'une déficience s'est accrue. Les programmes et initiatives d'équité en matière d'emploi ont permis de promouvoir l'embauche de ces groupes. L'atelier sur la gestion des diversités a été conçu par un expert-conseil du secteur privé afin de répondre aux besoins précis des gestionnaires qui ont à traiter avec les changements de l'effectif du marché du travail. L'atelier d'une journée coûte 100.00$ par participant qui sera payé par leur direction respective. On vous demande de vous inscrire d'ici au 4 octobre 1989.

Attached you will find information on the workshop. If you require additional information, do not hesitate to contact France Genest at 995-2283.

Vous trouverez sous pli des renseignements généraux sur l'atelier. Pour tout autre détail relatif à cet atelier veuillez communiquer avec France Genest au 995-2283.

B. Elder

for/pour Marta Khan

Enc.

p.j.

EMPLOYMENT EQUITY WORKSHOP - MANAGING DIVERSITY

AIM

The purpose of this workshop is to provide conceptual and practical skills to managers for effective functioning in a culturally-diverse environment in view of our rapidly changing workplace.

OUTLINE

- Emotions and Intercultural Relations
- Levels of Culture and Human Interaction
- Interpersonal Communication and Culture
- Impact of Culture on World View and Behavior
- Effectiveness and Self-Awareness in Inter-Ethnic Relations
- Organizational Dynamics and Culture
- Cultural Relations, Communications and Management
- Multicultural Relations and Communications Action Plan Design

SCHEDULE

- October 11, 1989 (English)
- October 17, 1989 (French)

LOCATION

- Room 4004
  West Memorial Bldg.

FEES

- $100.00 (one day)

ATELIER SUR L'ÉQUITÉ EN MATIERE D'EMPLOI

LA GESTION DES DIVERSITÉS

BUT

Fournir aux gestionnaires les aptitudes conceptuelles et pratiques nécessaires à la gestion des diversités.

APERCU

- Émotions et relations interculturelles
- Niveaux de culture et interaction humaine
- Communication interpersonnelle et culture
- Influence de la culture sur la vision du monde et le comportement
- Efficacité et connaissance de soi dans les rapports interculturels
- Dynamique organisationnelle et culture
- Relations culturelles, communication et gestion
- Relations multiculturelles et communication

CALENDRIER

- le 11 octobre 1989 (anglais)
- le 17 octobre 1989 (français)

ENDROIT

Pièce 4004
Edifice commémoratif ouest

FRAIS

100.00 $ (une journée)

☆☆☆☆COMING☆☆☆☆ ATTRACTIONS

THE VALUING DIVERSITY INITIATIVE CONTINUES

Coming soon, a series of exciting, provoctive and varied activities created exclusively for the personnel at Temple University and its Hospital. Because this important topic is simply too comprehensive and sensitive to be treated by a blanket approach, various activities have been suggested for the coming year. The list includes a film viewing series, a book-of-the-month review group, a speakers series, another large conference, and personal and professional growth workshops on an array of topics. The ambitious goal of all these proposed projects is to continue the process of infusing the principles and practices related to valuing diversity into the entire Temple University culture. To accomplish such a gigantic task we need your help. Not only will we want your participation, but we also welcome new ideas, suggestions and volunteers. Please contact Marie A-T Anderson at 1-5706 with your comments and stay tuned for more information on specific program offerings.

EXECUTIVE DEVELOPMENT PROGRAM

Being an executive here at Temple University and its hospital requires skills that go far beyond what a manager is taught in Management 101. Higher education and health care administration demand conceptual, technical and interpersonal skills of an extremely high level. To complicate things even more, tremendous changes are occurring in the workforce of today and tomorrow. These changes, documented in the literature related to Workforce 2000, impact the role of the executive of the 90s in ways unimaginable in the past. The 90s manager is going to have to address new and extremely challenging issues. Our new course offering, the Executive Development Program (EDP), has been specifically created to address the needs of the executive of the 90s. The intensive and uniquely designed four day program uses personal assessment inventories, feedback data, simulated exercises, case studies and a variety of small group activities to totally personalize the learning experience for each participant. Executives who have participated in the national program, from which our program has been modeled, have raved about the program's ability to enlighten, as well as, inform. The personal feedback received was considered to be invaluable. Course content will include:

1. Managing Diversity: The Executive Challenge
2. Participatory Decision Making
3. Interpersonal Relations/Communication
4. Excellence in Service
5. Management Models and Principles
6. One More Time: Motivational Management

and much much more.

This program will be offered for the first time at Temple University this spring and is designed exclusively for department heads, directors, administrators and executives. Be one of the first at our institution to be "A 90s Executive, Temple Style."

Students, faculty members, visiting scholars and members of the community at large are encouraged to make use of the extraordinarily wide-ranging and in-depth resources on African American culture and history held in the General Libraries of The University of Texas at Austin. Considered to be among the most extensive in the world, these study and research materials center not only on the African American experience in the state of Texas and the South, but also in the Caribbean area, and indeed, the whole of the New World.

General Libraries staff maintain close liaison with the African and Afro-American Studies and Research Center and its director, as well as other interested individuals, to build and maintain a collection of items useful to African American studies. The Center itself fosters communications across numerous disciplines in courses and events of particular interest to campus and off-campus groups.

This brochure lists some of the resources most important to African American studies and notes their locations on campus.

The first of one in a series of informational brochures describing library resources for the support of multicultural interests and programs at The University of Texas at Austin.

COVER PHOTO: *Hal Mason & wife, ca. 1880, Andrew George Papers;* INSIDE: *James Farmer, James Farmer Papers, photo credit: Calvin Nophlin; Bobbie the Newsboy, 1953, R. C. Hickman Archive; Jean Perry and Mervin Perry at Perry Family Reunion, Perry-Castañeda Library, 1987. All photographs, with the exception of the last, are located in the Barker Texas History Center.*

Printed with funds provided by the Littlefield Fund for Southern History.

General Libraries • The University of Texas at Austin

Library Resources

for the study of

African American

history & culture

Eugene C. Barker Texas History Center

Sid Richardson Hall 2.106 (471-5961)

The Barker Center's extensive book, manuscript, map, newspaper, visual, and sound collections document the history of Texas and the regions of which it is a part. Its rich resources for the study of African Americans, besides published works, include:

Natchez Trace Collection

More than 450 linear feet of personal papers, diaries, business and legal records, maps, sheet music, photographs, and pamphlets documenting life in the parishes and counties of Louisiana and Mississippi from 1780 to 1900.

James Farmer Papers 1942-1987

Letters, notes, speeches, pamphlets, photographs, reports, handbills, posters, and taped interviews from 1942 to 1987 that reflect Dr. Farmer's activities in the civil rights movement, including his work as founder and former national director of the Congress of Racial Equality (CORE).

R.C. Hickman Photographic Archive

Three thousand photographic negatives produced by retired black professional photographer R. C. Hickman of Dallas depicting life in that city's black community during the three decades following World War II.

Mance Lipscomb-Glen Myers Collection

Correspondence, notes, photographs, transcripts, and published materials, plus more than 100 reels of oral history and 14 phonodiscs documenting the life and music of black musician Mance Lipscomb of Navasota, Texas.

John A. Lomax Family Papers

Correspondence, reports, notes, photographs, and sound recordings, 1900-1975, relating to African American music in Texas as documented by the ballad-collecting efforts of Lomax and his family. The collection contains unique private recordings of the legendary Huddie Ledbetter (Leadbelly).

WPA Records-Slave Stories

Typescript copies of interviews conducted by personnel in the Works Progress Administration with former Texas slaves; many are accompanied by photographs of the subject.

Rhone Family Papers

More than 5 feet of papers documenting the daily lives of members of a rural Central Texas black family, 1886-1971.

Paul B. Ragsdale Papers

Thirty-four feet of classified files, 1973-1986, assembled by Dallas Congressman Ragsdale, one of the first black legislators in Texas since Reconstruction.

Almetris Marsh Duren Papers

Correspondence, printed materials, and memorabilia relating to racial desegregation at The University of Texas and the black experience on campus since integration.

State of Texas vs NAACP Records

Photocopied and printed materials documenting the 1956-57 court case that had the effect of outlawing the NAACP in Texas until the 1960s; supporting materials relate to the overall struggle by blacks to secure their civil rights, especially with respect to school desegregation.

Texas Music Collection

Contains more than 7,200 phonodiscs and cassettes of taped commercial recordings from 1922 to the present representing productions by Texas record companies, music performed or composed by a Texan, or music with a Texas or regional theme. Covers every genre of Texas music, including gospel, blues, rock, jazz, and ragtime, many featuring African American musicians.

John Henry Faulk Papers

Includes a set of black gospel recordings made in Austin and Central Texas with complete church services and quartet singing.

Field Foundation Archives

More than 400 linear feet of correspondence, minutes, reports, publications, and legal files, 1941 to 1988, documenting the Foundation's pioneering programs in support of children, minority groups, and the poor, especially with respect to racial integration in

the South, mass education to help blacks overcome literacy barriers to voting, and poverty and hunger in Southern communities.

University of Texas Folklore Center Archives
Manuscripts, publications, and sound recordings of Texas, American, and international folklore and music, including sixty-nine reels of recordings of black Baptist Church services in Central Texas, 1940-1941.

Texas Folklife Resources Gospel Radio Project
Fifty reels of field recordings of interviews and church services made for a thirteen-part radio series on Central Texas black gospel music, 1987-1988.

Nettie Lee Benson Latin American Collection

Sid Richardson Hall 1.111 (471-3818)

The Benson Latin American Collection, with its extensive printed and manuscript holdings relating to the economics, language and culture of Latin America and the Caribbean, offers much related to the African American experience. Of particular interest are its resources focusing on the Caribbean. These include

Littlefield pamphlets
A group of publications relating to slavery in the Caribbean (in the Rare Book Room).

J. Harry Bennett, Jr. Collection
A collection on microfilm of West Indian plantation records from the 17th-19th centuries.

Also supporting research in this area are other microfilm collections of plantation records, consular dispatches, letters, and private journals from the Bahamas, Barbados, Cuba, and other Caribbean locations from the 17th to 19th centuries.

Other resources: In addition to printed materials relating to Latin America beyond the Caribbean, the Benson Latin American Collection has archival resources such as those on slavery in Colombia, 1779-1852, and the St. John d'el Rey Mining Company Archives, Brazil, 1830-1960.

The importance of these resources was recently affirmed when a three-year interdisciplinary grant was awarded the University by the Rockefeller Foundation. This

women and men from England, Ireland, Scotland, and the United States.

Martin Luther King FBI File. 1962-1977: Seventeen thousand pages generated as a result of the Federal Bureau of Investigation's surveillance of Dr. King.

National Association for the Advancement of Colored People (NAACP) Papers. 1909-(still being published and acquired): Meeting minutes, legal files, officials' personal correspondence, and other records.

New Deal Agencies and Black America in the 1930s: Materials from the National Archives regarding the Office of Education, the Department of Labor, the Works Progress Administration, and other government departments.

Records of Ante-Bellum Southern Plantations from the Revolution through the Civil War:
A continuing series drawn from the best southern history collections in the country, including UT's Eugene C. Barker Texas History Center. Includes diaries, slave lists, letters, and ephemera.

Facts on Film, 1954-1965: Newspaper and magazine clippings, editorial cartoons, and local publications tracking school desegregation efforts.

The Student Nonviolent Coordinating Committee Papers, 1959-1972: Records from the Atlanta, New York, and Washington, D.C. offices.

The Slave Trade, 1858-1982. (British Foreign Office: Confidential Print Series): Reports from British naval officers and commissioners.

Frederick Douglass Papers, 1841-1864: Family correspondence, speeches, articles, and diaries.

The Peonage Files of the U. S. Department of Justice, 1901-1945: Complaints from victims and civil rights organizations, FBI case reports, and investigative files.

Important journal and newspaper titles by and about African Americans are also located in the PCL microform collection.

Newspapers: *Chicago Defender*, 1909-1966; *Freeman* (Indianapolis), 1886-1916; *Liberator* (Boston), 1831-

African Americans, the General Libraries can borrow many relevant titles for students and faculty from the Center for Research Libraries, Chicago. For example, the Center has a complete run of the *Baltimore Afro-American*, a newspaper published from 1893 until 1970. The Center will lend entire microform collections or complete runs of journals and newspapers on microform for use here in Austin. Arrangements for these loans and loans from other libraries can be made through the General Libraries Inter-Library Service, PCL 2.402A.

Exhibitions and Public Programs
The General Libraries in its public programs highlights materials on African American topics, promotes the use of these materials, and sponsors special events of interest to African Americans within the University and the central Texas community at large.

Past exhibitions and events that have given special recognition to African Americans include:

An End and a Beginning: Blacks at The University of Texas. Exhibit and reception, Barker Texas History Center, 1983.
An exhibition documenting the experience of African Americans at the University from their first demands for equal educational opportunities to their current involvement in University life. The display, an official University Centennial event, opened with a Sunday coffee-reception for participants in the Black Alumni Weekend.

The Ruth Stephan Poetry Series. Undergraduate Library.
This series, co-sponsored by the Undergeraduate Library and the Dean of the College of Liberal Arts, has offered readings by many poets since it began in 1983. Several distinguished African American poets have presented their works in public readings. Gwendolyn Brooks, read to an audience of more than 500 in 1987; Harryette Mullen, a former Dobie-Paisano Fellow, read in 1984.

Perry Family Reunion. November 1987. Perry-Castañeda Library.
A reception and dinner honoring members of the family of the late Dr. Ervin Perry, after whom PCL is named.

Black Dallas in the 1950s: Photographs from the R. C. Hickman Archives. Exhibit and reception, Barker Texas History Center, 1987.

project, jointly sponsored by the African and Afro-American Studies and Research Center, the Benson Latin American Collection, and the Institute of Latin American Studies, will focus on Brazil and its native ethnic population the first year (1990-91); Middle American native populations the second year; with the final year of the project looking at distinctive black societies in both regions.

Perry-Castañeda Library (PCL)

Reference and Information Desk (471-3813)

Publications about African Americans are also located in the Perry-Castañeda Library, (named after Ervin Perry, who received a Ph.D. in civil engineering from UT in 1964 and who was the first black to be appointed to the academic rank of professor at UT; and Carlos Castañeda, professor of history and early head of the Latin American Collection). This social sciences and humanities library contains a strong collection of 19th- and 20th-century works relating to African Americans.

Littlefield Collection

A large group of research materials, estimated at 40,000 volumes and thousands of microforms, relating to the Old South and the Old Southwest has been built up over the last fifty years with the support of the Littlefield Fund for Southern History. Titles purchased with this Fund are intershelved with others in the Perry-Castañeda Library. Also included in the group are approximately 2,000 pamphlets regarding slavery and its extension, the abolition movement, plantation economy, the Civil War, the Confederacy and Reconstruction. Many of these titles are not available at the Library of Congress or other libraries in the United States. Other Littlefield Collection materials are located throughout the General Libraries. Many of the items described in this publication were purchased with the Littlefield Fund.

In addition to individual titles, PCL has numerous microform sets of primary research materials, including:

Congress of Racial Equality. Papers. 1941-1967: Files documenting the national and regional civil rights efforts of one of the most important inter-racial organizations of the mid-20th century.

Black Abolitionist Papers, 1830-1865: Fourteen thousand letters, essays, and speeches by 300 black

1865; *New Orleans Tribune*, 1864-1867; 1869, *New York Age*, 1887-1953; and *Washington* (D. C.) *Bee*, 1886-1922; and others.

Journals: *Alexander's Magazine*, 1905-1909; *Colored American*, 1900-1909; *Crisis: A Record of the Darker Races*, 1910-present; *Journal of Black Studies*, 1970-present; *Phylon*, 1940-present.; and others.

Undergraduate Library

Flawn Academic Center (471-5222)

In addition to selected books and periodical materials on black culture and history, the Undergraduate Library houses a large collection of audio/visual materials. Within that collection are recordings of African American music and musicians. Spoken word recordings feature African American novelists and poets, biographies, black history, and civil rights. Video cassettes include such titles as *Eyes on the Prize Parts* I and II and *Roots*, and such subjects as Alice Walker, Booker T. Washington, Roy Wilkins, Martin Luther King, Jr., and Jesse Jackson.

Services Supporting African American Studies

Reference Assistance

General Libraries staff in each library unit will assist in the location and use of materials for African American studies. Please telephone or visit reference areas in each of the libraries listed above for more information. The bibliographer responsible for ordering African American Studies materials is Cheryl Knott Malone, PCL Reference Services Department 2.430 (471-5944).

Online Catalog

The UT Library Online Catalog (UTCAT) contains records for most, but not all of the items in the UT Austin libraries. Materials listed include books, periodicals, selected government documents, maps, microforms, and sound recordings. Partial holdings of the Barker Texas History Center and the Tarlton Law Library are included. Most of the resources mentioned in this brochure can be located through UTCAT.

Loans from the Center for Research Libraries

In addition to collecting materials relating to

An exhibition of selected photographs from the Hickman Archives documenting the Black community in Dallas after World War II. This exhibition opened with a reception at which Mr. Hickman was an honored guest.

The Early Years of Rhythm and Blues: The Photography of Benny Joseph. Exhibit, Barker Texas History Center, 1989.

An exhibition of Mr. Joseph's photographs relating to the music scene in Houston in the 1950s.

Sources for Black History at the Barker Texas History Center. Exhibit, Barker Texas History Center, 1989.

An exhibition drawing from the Center's many formats and highlighting its resources for the study of African Americans in Texas, the West, and the South.

In Search of Equality. Exhibit, General Libraries Exhibit Cases in the Main Building, Ground Floor, spring, 1990.

An exhibition using materials from the Perry-Castañeda Library to illustrate some of the landmark legal cases and events of recent decades.

OMS
Systems and Procedures Exchange Center

POSITION DESCRIPTIONS

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

The University Library

TITLE: Multicultural Services Librarian

RANK: Assistant/Associate Librarian

APPOINTMENT SALARY RANGE:

POSITION AVAILABLE:

POSITION AND RESPONSIBILITIES

Reporting to the Head of Reference Services:

Responsible for providing leadership in library services for the campus multicultural community. Develops and coordinates an outreach program. Provides library instruction and specialized reference service in multicultural studies.

Provides general reference service in the social sciences and humanities: serves 12-15 hours a week at the Reference Desk, including weekend and evening service; participates in computer reference service; prepares and presents instructional materials; selects reference materials.

Participates in library-wide activities, including administrative committees and special projects.

May be responsible for collection development in multicultural studies or another subject area under the general direction of the Head of Collection Planning.

QUALIFICATIONS

Required: graduate degree from an ALA-accredited library school, or equivalent training and experience; demonstrated ability to communicate with, establish ties with, and develop an intensive outreach program to the UCSC multicultural community; broad interest in the humanities and social sciences and in working with undergraduates, graduate students, and faculty; ability to work at the Reference Desk, provide library instruction, and perform online searches.

University of Iowa Libraries
Minority/Special Services Librarian
Strategic Planning Initiative Proposal #3

Proposal: Establish a coordinated effort within the University Libraries to address the needs of minority students and students academically at risk to learn the effective use and integration of library and information resources into their educational program. Such an initiative will, in turn, support the University Opportunity at Iowa Program. Funding is needed, on a recurring basis, for the Minority/Special Services Librarian position as indicated in the attached.

Description

As the University intensifies its efforts to attract and retain minority students and to address special needs of the academically at risk, the University Libraries has a primary role to play in this process. All students require knowledge and understanding in using library and information resources, and yet cultural barriers in some cases and inadequate educational preparation in others adds to the significant difficulties that the typical undergraduate confronts in learning to use a complex university research library.

We believe that we can extend and expand our efforts for individuals in these groups with the addition of a professional who would work with a variety of University offices and groups to develop programs and activities to create a receptive learning environment for these students. There are programs at other university and college libraries that have focused specific attention on minority students and those who face academic difficulties.

The University of Michigan Libraries initiated the Peer Counseling Program to support the university's commitment to improve minority undergraduate retention. The program's design was defined by two assumptions: "(1) that library research and information-handling skills, like writing and analytical thinking, are part of the foundation for a successful academic experience, 2) that a large research library, which is often an intimidating and confusing world to the student population at large, may be especially troublesome to minority students." This program is coordinated by a minority librarian.[1] The University of California at Santa Cruz recently hired an individual for their Multicultural Services Librarian position. This librarian coordinates an extensive program of outreach services and specialized user education opportunities for minorities and persons from different cultural backgrounds in the UC-Santa Cruz campus community.[2]

With additional staffing, we would be able to establish more intensive or innovative programs and work more extensively with offices such as the Academic Advising Center, Special Support Services, Services for Persons with Disabilities, Intercollegiate Athletics, and the Office of International Education. (See attached letter of support.) We would

also be able to provide greater support and create more appropriate approaches for students in the Upward Bound and Summer Preparatory Programs.

The proposed Minority/Special Services Librarian would develop outreach, educational, and collection-specific programs focusing on multicultural concerns. This individual will be responsible for coordinating the design and presentation of appropriate educational sessions and evaluating the effectiveness of activities. The librarian also will seek to identify opportunities to combine library presentations with those developed by staff of other University offices as appropriate. For example, if Academic Advising or Special Support Services offers a session on study skills and writing a term paper, the library staff could offer a segment on using library resources and services.

Beyond the needs of students, particularly the undergraduate, we believe that the University Libraries should provide a greater service to the information needs of untenured minority and women faculty who, because of their small numbers, have increased demands placed on their time, and thus would benefit from focused attention in learning and using library and information resources to support their teaching and research.

1. MacAdam, Barbara and Nichols, Darlene. "Peer Information Counseling: An Academic Library Program for Minority Students." Journal of Academic Librarianship, vol. 15, no.4, September 1989, pp. 204-209.

2. "Reaching Out For Outreach: A University Library Develops a New Position to Serve the School's Multicultural Students." American Libraries, November 1989: 952-954.

DIVERSITY LIBRARIAN

Context

This librarian position is responsible for the development and coordination of an array of diversity initiatives for the University Library. Based in the Graduate Library, the librarian will be responsible for developing programs which support Library and campus initiatives relating to multiculturalism and diversity and provide instructional support which: 1) is responsive to the needs of researchers in the area of minority/diversity studies and 2) provide assistance to minority graduate students and faculty in their areas of research, teaching, and service. As a Library selector, the position is responsible for developing and managing interdisciplinary collections in areas variously described as minority studies, sexual orientation studies, and multicultural studies. The librarian will have specific responsibility for non-mainstream publications, developing an ongoing referral relationship with subject selectors as appropriate.

The thrust of the position is one of initiative and coordination in bringing minority and multicultural issues as they relate to Library collections and programs to the attention of Library staff and the campus.

Duties - This librarian position will be defined in four relatively equal allocations of time and attention, i.e.

* Coordination of public services initiatives including programs, exhibits, publications

* Direct diversity reference and outreach services including offering initiatives to faculty, students, and administration and to campus diversity efforts

* Minority studies/ sexual orientation studies/ women's studies materials selection

* Instructional support for research in or study of multiculturalism and diversity

Coordination of public services initiatives including programs, exhibits, and publications 25%

This librarian will offer both leadership and coordination to Library staff in providing a variety of programs, exhibits, and publications in support of diversity issues and initiatives. Special efforts will be made to work cooperatively with appropriate centers on the campus and student groups in coordinating these efforts. For example, collaboration with the Center for African American and African Studies, the Comprehensive Studies Program, the Office of Minority Affairs, and the Lesbian and Gay Men's Rights Organizing Committee may be appropriate. Such efforts should represent the entire Library system and should focus broadly on the campus community.

The position represents a resource to the Library's Diversity Committee and appropriate communication and cooperation should be established.

Direct diversity reference and outreach services including offering initiatives to faculty, students, and administration and to campus diversity efforts 25%

The librarian is responsible for developing reference and outreach activities which assist faculty, students, and administration in conducting research dealing with minorities, multiculturalism, and diversity.

The librarian is also responsible for reference and outreach which address the unique needs of untenured minority and women faculty. These individuals are, like all untenured faculty, challenged to produce and balance their research, teaching, and service demands. In addition, however, these individuals are further stretched by demands for student counseling and committee work where their participation is often critical. The Library will develop programs to assist these groups and minority and women faculty in general. The goal is to design and implement services which would aid individual research programs (e.g., the assignment of the relevant subject librarian to work closely to provide ongoing information support) and assist them in developing new research strategies (e.g., assistance in the use of new information technologies).

This librarian will serve as a catalyst for contacts between this targeted faculty group and appropriate library staff. An aggressive program of initial contacts and visits involving or leading to direct involvement with staff in the appropriate divisional library will be pursued. These joint efforts will be transitional leading to direct services being provided by the library unit most directly related to each faculty member's needs.

The university administration, e.g. deans of schools, officials in the Fleming building, often draws on the Library for information needs relating to diversity issues. This librarian will participate in and monitor responses to such inquiries although all appropriate staff handle such requests. The librarian will also serve as contact for the Office for Minority Affairs for special information and diversity issues.

Minority studies/ sexual orientation studies/ women's studies materials selections 25%

The position will hold particular responsibility for monitoring and directly initiating selection in the following areas: in Multiculturalism/Black studies/Native American studies/Latino studies/ sexual orientation studies/women's studies

Special responsibility will be taken for selection in one or more of these areas but broader responsibility for collection development in all the targeted areas will be coordinated with other selectors by this librarian.

Developing the Library's collections in areas reflecting underrepresented groups will require a broad understanding of selection strategies for non-mainstream materials. As a selector, the librarian will be accountable for the functional areas expected of selectors.

This coordinating responsibility will include:

a. Developing a plan for the management of GL collections in minority studies including establishing priorities for the acquisition of new journals, newspapers, and research sets.

b. Direct management of a Graduate Library book fund for the purchase of appropriate current and/or retrospective materials in the designated areas of selection responsibility; developing scope policies for these interdisciplinary areas.

c. Establishing routines for directing purchase recommendations for minority/diversity titles to subject selectors throughout the library system.

d. Training and developing subject selectors in methods for identifying and acquiring materials relevant to minority studies and produced outside of the publishing mainstream.

Instructional support for research in or studies of multiculturalism and diversity 25%

A rigorous program of research consultations, instructional seminars, and classes is expected with the Librarian providing direct service as well as coordinating support provided by others.

The librarian is responsible for developing instructional and outreach programs which assist faculty and graduate students in conducting research dealing with minorities, multiculturalism, and diversity. Programs might include instructional sessions on interdisciplinary tools and online data sources. Other types of instructional and promotional activities might include guides, news releases, or other media.

The position will include a particular allocation of time to support and advise in the development of the Joint Education Program course on diversity. This program is a collaborative effort by the University Library and the School of Information and Library Studies and is focused on undergraduate courses. This librarian will serve as a significant resource in defining and developing a course on differing information needs and resources in a multicultural society.

QUALIFICATIONS

Required:

1. MLS from an ALA accredited institution.

2. Minimum of 4 years research library experience, with direct experience in provision of service to research community.

3. Demonstrated effectiveness in the provision of reference, extended research, and instructional services, including online databases, and research consultation. Demonstrated creativity in meeting information needs of a heterogeneous user community.

4. Demonstrated knowledge, through graduate degree, coursework, or significant appropriate library experience, in one or more of the following: Black Studies, Latino Studies, Hispanic Studies, sexual orientation, women's studies, or other multicultural research areas.

5. Demonstrated oral and written communication skills with proven ability to prepare written program materials.

6. Minimum of three years collection development and management experience. Knowledge of book trade and national collecting patterns for specialized minority publications, and an understanding of collection assessment techniques.

7. Reading knowledge of a foreign language.

8. Experience with program development and management.

9. Strong interpersonal skills and demonstrated ability to work in a heterogeneous and multi-unit environment.

10. Experience with outreach programs in an academic setting -- e.g., to faculty, administrators, staff, etc.

Desired:

1. Experience in information management and with database management systems.

2. Graduate degree or coursework beyond MLS in a relevant field.

3. Experience in grant project design; grant writing, project implementation.

4. Experience with quantitative collection assessment methodologies.

University of Michigan, Ann Arbor

Diversity Librarian

Funded by the Office of the Provost, the newly created position of Diversity Librarian in the Graduate Library—one of very few such university library posts in the nation—provides reference and research services specifically geared to the needs of scholars and administrators who are grappling with issues related to diversity. The position ensures that close attention will be given to (1) developing strong service programs to assist research on minority and women's issues and (2) building University Library collections (and enhancing interlibrary loan access to other institutions' collections) that truly represent the University's and the nation's pluralistic character.

The Diversity Librarian is an invaluable addition to the Library. The position's presence signals the fact that the inclusion of diversity as an intellectual approach to research is a key element in delivering effective Library service, just as, say, certain language skills constitute part of the nature of librarianship. It is, in other words, an important institutional acknowledgement of the fundamental place that a comprehension of pluralism must take in the intellectual life of the University.

The Diversity Librarian's duties extend in several directions:

• Current Awareness - distributing current readings to administrators, advisory groups such as SACUA, and the *University Record*, and perhaps eventually to colleges, universities, and other institutions around the nation. In particular, this service disseminates interdisciplinary research that often goes well beyond mainstream sources—the kind of research that is often most necessary in the study of pluralism.

• Program Support for Diversity Initiatives - distributing targeted bibliographies and current readings geared specifically to groups whose needs for a wide variety of information is great but whose resources for gathering it are limited in terms of experience or funding. Such groups as administrative councils and various minority organizations are intended as the main beneficiaries of such service.

• Collection Diversity - facilitating the acquisition of materials in areas that have not been high in the Graduate Library's priorities in past years or which have only recently been developing. The Diversity Librarian is responsible for coordinating these acquistions in light of the Library's responsibilities as a member of major interlibrary loan consortia, as well, thus enabling it to purchase items that would also be useful to researchers in other institutions.

• Program Support for Minority Research - offering seminars for faculty members and students that focus on the interdisciplinary research characterizing most work in the field of diversity studies. This service often brings together researchers from many departments who have typically not been aware of each other's similar interests and relevant skills.

• Program Support for Untenured Minority and Women Faculty Members - addressing the special needs of untenured faculty members whose minority status in their departments and in the University places unusual demands on their time and energies as they devote a large amount of attention to committee memberships, counseling duties, and other activities as representatives of their particular backgrounds and interests. A body of research in higher education suggests that such persons face inordinate stress as they try to strike the traditional balance among teaching, research, and service while seeking tenure. The Diversity Librarian alleviates some of this pressure by serving as a specially designated resource person who assists these faculty members in their scholarly projects.

DIVERSITY LIBRARIAN

As previously mentioned, crucial to the success of the MSU IDEA Library's Planning Program is the funding of a new position of diversity librarian. It is envisioned that this position could provide support to many of the new initiatives being developed throughout the University.

Because of the centrality of this position to implement many of our program recommendations, immediate funding is being requested from the available funds mentioned in the Provost's memorandum of August 8, 1989, so that the recruiting process can get underway. Please note the following position concept.

DIVERSITY LIBRARIAN

DESCRIPTION: Reporting to the Director of Libraries, provides leadership and works cooperatively with appropriate Libraries' units and staff to develop, implement and evaluate a broad range of library programs and services to support the Michigan State University's diversity-related administrative, teaching and research activities, including efforts to recruit and retain minority faculty and students. Serves as principal liaison for diversity-related initiatives to the Office of the Provost and to the major academic units. Works cooperatively with the Libraries' development officer to generate support for diversity-related programs and services. Initiates contacts with other libraries for the purpose of shared program and resource development.

Serving one of the nation's leading land grant/AAU institutions, the Michigan State University Libraries are committed to cultural diversity and pluralism.

QUALIFICATIONS: Required qualifications include an MLS from an accredited program, with a broad educational background in the social sciences and humanities, three to five years of professional library experience, preferably in an academic library, with experience in program planning and development and in library public service and outreach, excellent oral and written communication skills and a demonstrated ability to work effectively with all elements of a culturally diverse academic community, demonstrated commitment to the principles of affirmative action and to the goals of cultural diversity and pluralism.

SALARY: $32,000-$36,000.

THE STANFORD UNIVERSITY LIBRARIES

STANFORD CALIFORNIA 94305

VACANCY LISTING

Date: August 21, 1989
910 Revised

The Stanford University Libraries are seeking qualified candidates for the position described below. Applicants should supply, with their first letter, a complete statement of their qualifications, a full resume of their education and relevant experience, as well as three reference letters from those who are knowledgeable of their qualifications for this position. Letters and documents should refer to #910 and be addressed to:

Irene Yeh
Acting Library Personnel Officer
Stanford University Libraries
Stanford, CA 94305

Position Title: Cultural Outreach Librarians
J. Henry Meyer Memorial Library

Work Schedule: Part-time or full-time
1 FTE - Job-sharing encouraged, hours negotiable

Classification: Assistant/Associate Librarian
Term position for up to one year with possibilities for extension

Salary Range: Dependent on qualifications
Assistant Librarian (C-5): $28,000 - $38,750
Associate Librarian (C-6): $30,900 - $43,100

Appointment Date: As soon as thereafter as possible

Apply Before: September 15, 1989

Responsible to: Chief Librarian, Meyer Library

Responsibilities:

Under the general direction of the Head of the Reference Services Division of Meyer Library, provide outreach and maintain liaison with the campus multicultural community. Provide library instruction and specialized reference service in multicultural studies. Advise selectors regarding the collection needs of the multicultural community.

Provide general reference service at the Meyer Reference/Information Desk 4 to 6 hours a week as a part of the Meyer Reference Services Division staff. Participate in library-wide activities, including administrative committees and special projects.

Qualifications:

MLS or equivalent in training and experience.

Excellent interpersonal skills and experience or skills in cross-cultural communications. Significant experience in cross cultural communications is required for appointment at the higher rank.

Interest in and aptitude for working in a public service position on a busy reference and information desk in a general library serving a wide variety of students, faculty and staff. Public service experience is required for appointment at the higher rank.

Ability to establish ties and develop an outreach program to the Stanford multicultural community.

Interest in and aptitude for library instruction to groups with special interests and needs in the multicultural area. Experience with library instruction for multicultural communities is required for appointment at the higher level.

Demonstrated commitment to the principles of affirmative action and the ability to manifest support of the human resources philosophy of the University and the Libraries.

General:

This is an opportunity for librarians who are committed to and have the experience and skills for a multicultural outreach position that helps to link the Libraries with the multicultural campus community. Cultural Outreach Librarians must be able to spend at least ten hours a week in Meyer Library or with the multicultural community on campus.

This is a term appointment for up to one year with possibilities for extension.

Background:

As one of the Stanford University Libraries, J. Henry Meyer Memorial Library provides the campus community a variety of educational support services, including library orientation and instruction and a collection of monographs to meet general instructional and beginning research needs as well as the Libraries' principal collection of non-print materials. Meyer is undergoing significant programmatic change, and we anticipate major physical remodeling within the next few years. The staff includes six librarians, 22 support staff and 60-70 student assistants.

Meyer Library has a responsibility to provide multicultural, interdisciplinary materials in support of the University-wide effort to diversify the campus community. Meyer provides basic curricular support for ethnic and feminist studies programs, and will be developing its collections to reflect the transition from the Western Culture Program to the Cultures, Ideas, and Values (CIV) format.

BEST COPY AVAILABLE

SELECTED READINGS

SELECTED READINGS

Bloom, David E., and Neil G. Bennett. "Future Shock." New Republic 200 (June 19, 1989): 18-20+.

Copeland Griggs Productions. Valuing Diversity. Part 1: "Managing Differences." Part 2: "Diversity at Work." Part 3: "Communicating Across Cultures." Videotape. San Francisco, 1987.

Dreyfuss, Joel. "Get Ready for the New Work Force." Fortune 121 (April 23, 1990): 165+.

Harris, Philip R., and Robert T. Moran. Managing Cultural Differences. 2nd ed. Houston: Gulf Press, 1988.

Jablonski, Mary, Larry Rosenblum, and Kent Kunze. "Productivity, Age, and Labor Composition Changes in the U.S." Monthly Labor Review 111 (September 1988): 34-38.

Johnston, William B., and Arnold E. Packer. Workforce 2000: Work and Workers for the 21st Century. Indianapolis: Hudson Institute, 1987.

Moses, Sibyl E. Addressing Ethnic and Cultural Diversity: A Report on the Activities of the American Library Association, 1986-1989. Chicago: American Library Association, 1990.

Nelton, Sharon. "Meet Your New Work Force." Nation's Business (July 1988): 14-21.

"New Incentives for a Changing Work Force." Business and Health 8 (January 1990): 19-38.

Norwood, J.L. "The Changing Work Force." Monthly Labor Review 112 (March 1989): 2.

Opportunity 2000: Creative Affirmative Action Strategies for a Changing Workforce. Indianapolis: Hudson Institute, 1988.

Payton, Robert L., et al. A Melting Pot or a Nation of Minorities. Dallas: University of Texas at Dallas, 1986.

Watts, Patti. "Bias Busting: Diversity Training in the Workplace." Management Review 4 (December 1987): 51-54.

Woolbright, Cynthia, ed. Valuing Diversity on Campus: A Multicultural Approach. Bloomington, Ind.: Association of College Unions--International, 1989.